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# A STUDY OF FORTY FORMER PUPILS OF THE NEBRASKA SCHOOL FOR THE BLIND

Chapter	by	Page
1	Line of Title	1
	Author: Frances Ruth Davidson	1
	Introduction	11
I	Statutory History of the Nebraska School for the Blind	1
	A THESIS	
II	Purpose and Object of the Nebraska School Presented to the Faculty of The Graduate College in the University of Nebraska In Partial Fulfillment of Requirements For the Degree of Master of Science	11
	Subject: In Social Work	
	Physical	
	Mental	
	Intellectual	
	Cultural	
	Vocational	
IV	Profile of Schools for the Blind	21
V	Pre-school History of Forty Former Pupils of the Nebraska School for the Blind - Family Background	21

Introduction

Objectivity

Family Background

Parent's Education

Parent's Occupation

Child's

Physical Status of Pupils


Lincoln, Nebraska

January 24, 1942

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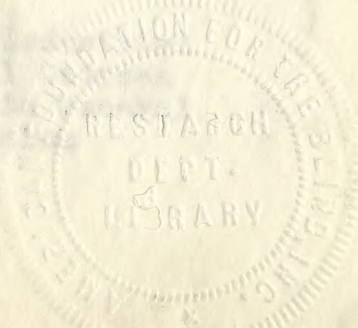


**A STUDY OF FORTY FORMER PUPILS  
OF THE NEBRASKA SCHOOL FOR THE BLIND**

<u>Chapter</u>	<u>by</u>	<u>Page</u>
List of Tables		v
Acknowledgments	Frances Ruth Davidson	vi
Introduction		ix
I Statutory History of the Nebraska School for the Blind		1
A THESIS		
II Purpose and Policies of the Nebraska School for the Blind	Presented to the Faculty of The Graduate College in the University of Nebraska	9
III Program of the Nebraska School for the Blind For the Degree of Master of Science		15
Educational In Social Work Program Physical Moral Intellectual Cultural Vocational		
IV Pupils of Schools For the Blind		26
V Pre-School History of Forty Former Pupils of the Nebraska School for the Blind -- Family Background		31

Introduction  
 Nationality  
 Church Affiliation  
 Father's Occupation  
 Mother's Occupation  
 Siblings  
 Financial Status of Family  
 Lincoln, Nebraska

January 24, 1942





A STUDY OF FORTY FORMER PUPILS  
OF THE NEBRASKA SCHOOL FOR THE BLIND

by

Frances Ruth Davidson

A THESIS

Presented to the Faculty of  
The Graduate College in the University of Nebraska  
In Partial Fulfillment of Requirements  
For the Degree of Master of Science  
In Social Work

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Lincoln, Nebraska

January 24, 1942





# TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
	List of Tables	v
	Acknowledgments	vi
	Introduction	ix
I	Statutory History of the Nebraska School for the Blind	1
II	Purpose and Policies of the Nebraska School for the Blind	9
	Purpose	
	Policies	
III	Program of the Nebraska School for the Blind	15
	Educational Nature of Program	
	Physical	
	Moral	
	Intellectual	
	Cultural	
	Vocational	
IV	Pupils of Schools for the Blind	26
V	Pre-School History of Forty Former Pupils of the Nebraska School for the Blind -- Family Background	31
	Introduction	
	Nationality	
	Church Affiliation	
	Father's Occupation	
	Mother's Occupation	
	Siblings	
	Financial Status of Family	







VI	Pre-School History of Forty Former Pupils of the Nebraska School for the Blind -- Personal History	49
	Introduction	
	Age	
	Nativity	
	Sex	
	General Health	
	Physical Defects at Birth	
	Age at Onset of Blindness and	
	Amount of Vision	
	Cause of Blindness	
VII	School History of Forty Former Pupils of the Nebraska School for the Blind - Entrance, Attendance and Departure	71
	Introduction	
	School History Prior to Entering the School for the Blind	
	Admission to the School for the Blind	
	Persons by Whom Entrance was Suggested	
	Year of Admission	
	Age at Admission	
	Grade Entered	
	Attendance	
	Duration of Attendance	
	Departure	
	Grade Completed	
	Year of Leaving	
	Age at Leaving	
	Reason for Leaving	
VIII	School History of Forty Former Pupils of the Nebraska School for the Blind -- Education and Training	96
	Introduction	
	Education	
	Subjects Studied	
	Pupils Attitude Toward Academic Studied	
	Training	
	Subjects Studied	
	Pupils' Attitude Toward Industrial Commercial and Vocational Courses	
	Attitude Toward Curriculum in General	
	Practicability of Curriculum	
	Adequacy of Curriculum	
	General Considerations	

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IX	School History of Forty Former Pupils of the Nebraska School for the Blind -- Extra Curricular	107
----	--	-----

Introduction  
Organizations or Club Affiliations  
Other Activities and Interests

X	Post-School History of Forty Former Pupils of the Nebraska School for the Blind -- Social Status	114
---	--	-----

Introduction  
General Health  
Amount of Vision  
Marital Status  
Number of Children  
Living Arrangements  
Type of Neighborhood  
Clubs and Organizational Affiliations  
and Attendance  
Other Recreational Activities and  
Interests  
Conclusions Relative to Social Status

XI	Post-School History of Forty Former Pupils of the Nebraska School for the Blind -- Economic Status	137
----	--	-----

Introduction  
Amount and Nature of Gainful Occupation  
Amount and Nature of Employment  
Place of Employment  
Source of Referral  
Source of Training  
Attitude Toward Current Employment  
Extent of Self Support and Source  
of Supplementation

XII	Recommendations	159
-----	-----------------	-----

	Appendix A	166
--	------------	-----

	Appendix B	172
--	------------	-----





# TABLES

Table		Page
I	Account of fifty-eight former pupils of the Nebraska School for the Blind, resident in Douglas County at time of admission to School and located 1941	75
II	Account of thirty former pupils of Nebraska School for the Blind resident in Lancaster County at time of admission and located 1941	79
III	Distribution by decade, of ages of persons admitted to the School for the Blind from Douglas and Lancaster Counties, 1875-1941	10
IV	Age distribution of forty former pupils of the Nebraska School for the Blind interviewed 1941	32
V	Pre-school general health of forty pupils interviewed	36
VI	Incidence of physical defect at birth among forty pupils interviewed	39
VII	Age at onset of partial and total blindness	43
VIII	Distribution of forty former pupils interviewed, according to cause of blindness	45
IX	Nationality of pupils interviewed, by countries of birth of parents or grandparents	50
X	Church affiliation of forty pupils interviewed	52
XI	Occupation of fathers during pre-school life of forty pupils interviewed	58

Page

Page

Account of 1935-36 school year at the Bureau of the resident in Dallas County at time of admission to school and 1936-37	I	1
Account of 1937-38 school year at the Bureau of the resident in Dallas County at time of admission and 1938-39	II	11
Statement of 1939-40 school year at the Bureau of the resident in Dallas County at time of admission and 1940-41	III	21
Account of 1941-42 school year at the Bureau of the resident in Dallas County at time of admission and 1942-43	IV	31
Account of 1943-44 school year at the Bureau of the resident in Dallas County at time of admission and 1944-45	V	41
Account of 1945-46 school year at the Bureau of the resident in Dallas County at time of admission and 1946-47	VI	51
Account of 1947-48 school year at the Bureau of the resident in Dallas County at time of admission and 1948-49	VII	61
Account of 1949-50 school year at the Bureau of the resident in Dallas County at time of admission and 1950-51	VIII	71
Account of 1951-52 school year at the Bureau of the resident in Dallas County at time of admission and 1952-53	IX	81
Account of 1953-54 school year at the Bureau of the resident in Dallas County at time of admission and 1954-55	X	91
Account of 1955-56 school year at the Bureau of the resident in Dallas County at time of admission and 1956-57	XI	101



# TABLES (Con't)

Table		Page
XII	Number of siblings of forty persons interviewed	62
XIII	Pre-school financial status of families of forty pupils interviewed	70
XIV	Number of years twenty-five pupils attended school prior to admission to the School for the Blind	72
XV	Persons responsible for removal of eighteen pupils from sighted schools to School for the Blind	73
XVI	Persons by whom application for admission to School for the Blind was suggested	74
XVII	Admission of forty pupils studied, by years: 1890-1937	77
XVIII	Age of forty pupils studied, at time of admission to School for the Blind	79
XIX	Admission to School for Blind, according to grade entered	80
XX	Length of time pupils studied spent in School for the Blind	81
XXI	Grades completed by pupils at time of departure from School for the Blind	83
XXII	Distribution of pupils according to year of departure from School	84
XXIII	Age at departure from the School for the Blind	86
XXIV	Reasons given by pupils for leaving the School for the Blind	87

1944		1945
1945	Number of students at each school	1946
1946	Number of students at each school	1947
1947	Number of students at each school	1948
1948	Number of students at each school	1949
1949	Number of students at each school	1950
1950	Number of students at each school	1951
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1991	Number of students at each school	1992
1992	Number of students at each school	1993
1993	Number of students at each school	1994
1994	Number of students at each school	1995
1995	Number of students at each school	1996
1996	Number of students at each school	1997
1997	Number of students at each school	1998
1998	Number of students at each school	1999
1999	Number of students at each school	2000



# TABLES (Cont'd)

Table		Page
XXV	Academic subjects studied by forty pupils in the School for the Blind	97
XXVI	Courses in industrial, commercial and vocational training in which pupils studied were enrolled	100
XXVII	Extra-curricular activities of forty pupils of the School for the Blind -- organized	109
XXVIII	Extra-curricular activities of forty pupils of the School for the Blind -- unorganized	111
XXIX	General health of forty pupils subsequent to leaving school	117
XXX	Marital status of forty former pupils of the School for the Blind, 1941	122
XXXI	Club and organizational affiliations of forty former pupils of the School for the Blind, 1941	125
XXXII	Interests and activities of forty former pupils of the School for the Blind other than organizational affiliations, 1941	128
XXXIII	Proportion of time, by per cent, spent by pupils in gainful occupation since leaving the School for the Blind	144
XXXIV	Occupations of pupils, 1941	150
XXXV	Extent of self-support of pupils	155
XXXVI	Source of income supplementation of pupils	156

# (Continued)

1945	1945
1946	1946
1947	1947
1948	1948
1949	1949
1950	1950
1951	1951
1952	1952
1953	1953
1954	1954
1955	1955
1956	1956
1957	1957
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2097	2097
2098	2098
2099	2099
2100	2100



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Acknowledgment is made to the Board of Control of Nebraska for permission to make this study. Acknowledgment is also due Mr. Harold G. Salter, Director of the Division of Education for State Institutions as well as the Division of Public Assistance for help in obtaining addresses. To the Division of Child Welfare the writer is indebted for further assistance in locating the pupils and for memoranda noted in this study.

Acknowledgment is made of the courtesy of Mr. N. C. Abbott, Superintendent of the Nebraska School for the Blind, in making available the register and records of the School. To him and to his staff, the writer expresses appreciation for the hospitality afforded her on visits to the School.

The writer likewise offers appreciative acknowledgment to the American Foundation for the Blind for its service relative to suggestions regarding the interview schedule.

To all those who in diverse ways assisted in the writing of this study and in bringing it to finished form, the writer is grateful.

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To the writer's sister, Grace Davidson, goes deep appreciation not only for help in gathering material for this study, but for sustained assistance and encouragement without which this thesis could not have been completed.

1. The role of education in the life of the individual is discussed.

2. The purpose, scope and content of the study are stated.

3. The method, scope and content of the study are stated.

4. The results of the study are stated.

5. The writer's conclusions are stated.

6. The writer's suggestions are stated.

7. The writer's conclusions are stated.

8. The writer's suggestions are stated.

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The entire report is contained.

To the writer's mind, these findings are very

appreciation and will be helpful in the future.

This report has been prepared and approved

and signed by the writer and the writer's

signature.

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## INTRODUCTION

### The Study

#### Purpose

Since development of personal potentialities for social and economic adequacy furthers the public good, it was not to esoteric concerns of a minority group that this study was devoted. Rather was it intended that, for the most part, factors common in the experience of all be observed in their operations within the selected group. It was realized that any modification in the working of these factors which seemed indicated as beneficial to the few, would accrue, sooner or later, to the benefit of all.

With these larger considerations in mind, the specific purpose of the study was to determine in so far as interview material made possible, what the social and economic status of former students of the Nebraska School for the Blind was, to the end that:

1. The role of education in the life adjustment of these students be determined.
2. The purpose, nature and adequacy of their training be evaluated.
3. Any change which might seem indicated in the present training program, be recommended.

Emphasis upon education as the focus of interest, was arbitrary. It was not, however, placed at random. Voca-

Chapter I

Since development of numerous facilities for social and economic planning, it is not surprising that to develop countries at a steady pace, they must have a sound economic base. It is in this light that the study of the economic situation of the country is of great importance. It is the purpose of this study to provide a comprehensive picture of the economic situation of the country, with special reference to the various aspects of the economy, such as the agricultural sector, the industrial sector, the services sector, and the foreign trade sector.

The first chapter discusses the general economic situation of the country, with special reference to the various aspects of the economy, such as the agricultural sector, the industrial sector, the services sector, and the foreign trade sector. The second chapter discusses the economic situation of the country, with special reference to the various aspects of the economy, such as the agricultural sector, the industrial sector, the services sector, and the foreign trade sector. The third chapter discusses the economic situation of the country, with special reference to the various aspects of the economy, such as the agricultural sector, the industrial sector, the services sector, and the foreign trade sector.

- to the end that:
1. The role of education in the development of the country is discussed.
  2. The various aspects of the economy, such as the agricultural sector, the industrial sector, the services sector, and the foreign trade sector, are discussed.
  3. The economic situation of the country is discussed, with special reference to the various aspects of the economy, such as the agricultural sector, the industrial sector, the services sector, and the foreign trade sector.
- present training program, is recommended.
- importance of education as the basis of progress, and
- activity. It is not, however, placed at random. 1999-



tional education, while important to the sighted, is even more so to the visually handicapped. Louise Wilber writes in Vocations for the Visually Handicapped:

"In the writer's opinion, the vocational education of the blind is important for several reasons. In the first place, the majority of the blind are from poor families. A large number of them are from broken homes, and, when they leave school, it becomes necessary for them to support themselves or to depend upon charity for their maintenance. Few of the parents of the blind are able to leave them a substantial inheritance. Those who are willing and able to support their visually handicapped children, cannot be assured of as long a life as their offspring."<sup>1</sup>

Miss Wilber sees vocational training of the visually handicapped as "a possible solution for otherwise inevitable pauperization and indolence after graduation".<sup>2</sup>

Blind children, like sighted ones, differ in capacities. It was not, therefore, the intention of this study to attempt an evaluation of the educational program per se, but rather to consider its usefulness to individual students as their life experience made demands upon its adequacy.

### Scope

Former students of the Nebraska School for the Blind, residing in Douglas and Lancaster Counties, Nebraska, 1941, were interviewed for this study. The intention to limit the

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1 Wilber, Louise, Vocations for the Visually Handicapped, American Foundation for the Blind, New York, 1937; pp. 67-8.

2 Ibid., p. 69.

There is a very strong possibility that the above information is being used by the FBI to identify the person who is the source of the information. It is requested that you advise the FBI of any further information that you may have regarding this matter.

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It is not, therefore, the intention of this study to attempt to establish the educational program of the future, but rather to provide the necessary background for the study of the future.

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2. James J. O'Connell, Jr., 1901-1902  
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 7. James J. O'Connell, Jr., 1911-1912  
 8. James J. O'Connell, Jr., 1913-1914  
 9. James J. O'Connell, Jr., 1915-1916  
 10. James J. O'Connell, Jr., 1917-1918  
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 13. James J. O'Connell, Jr., 1923-1924  
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 16. James J. O'Connell, Jr., 1929-1930  
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 19. James J. O'Connell, Jr., 1935-1936  
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 38. James J. O'Connell, Jr., 1973-1974  
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 48. James J. O'Connell, Jr., 1993-1994  
 49. James J. O'Connell, Jr., 1995-1996  
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 51. James J. O'Connell, Jr., 1999-2000  
 52. James J. O'Connell, Jr., 2001-2002  
 53. James J. O'Connell, Jr., 2003-2004  
 54. James J. O'Connell, Jr., 2005-2006  
 55. James J. O'Connell, Jr., 2007-2008  
 56. James J. O'Connell, Jr., 2009-2010  
 57. James J. O'Connell, Jr., 2011-2012  
 58. James J. O'Connell, Jr., 2013-2014  
 59. James J. O'Connell, Jr., 2015-2016  
 60. James J. O'Connell, Jr., 2017-2018  
 61. James J. O'Connell, Jr., 2019-2020  
 62. James J. O'Connell, Jr., 2021-2022  
 63. James J. O'Connell, Jr., 2023-2024  
 64. James J. O'Connell, Jr., 2025-2026  
 65. James J. O'Connell, Jr., 2027-2028  
 66. James J. O'Connell, Jr., 2029-2030  
 67. James J. O'Connell, Jr., 2031-2032  
 68. James J. O'Connell, Jr., 2033-2034  
 69. James J. O'Connell, Jr., 2035-2036  
 70. James J. O'Connell, Jr., 2037-2038  
 71. James J. O'Connell, Jr., 2039-2040  
 72. James J. O'Connell, Jr., 2041-2042  
 73. James J. O'Connell, Jr., 2043-2044  
 74. James J. O'Connell, Jr., 2045-2046  
 75. James J. O'Connell, Jr., 2047-2048  
 76. James J. O'Connell, Jr., 2049-2050  
 77. James J. O'Connell, Jr., 2051-2052  
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 80. James J. O'Connell, Jr., 2057-2058  
 81. James J. O'Connell, Jr., 2059-2060  
 82. James J. O'Connell, Jr., 2061-2062  
 83. James J. O'Connell, Jr., 2063-2064  
 84. James J. O'Connell, Jr., 2065-2066  
 85. James J. O'Connell, Jr., 2067-2068  
 86. James J. O'Connell, Jr., 2069-2070  
 87. James J. O'Connell, Jr., 2071-2072  
 88. James J. O'Connell, Jr., 2073-2074  
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 90. James J. O'Connell, Jr., 2077-2078  
 91. James J. O'Connell, Jr., 2079-2080  
 92. James J. O'Connell, Jr., 2081-2082  
 93. James J. O'Connell, Jr., 2083-2084  
 94. James J. O'Connell, Jr., 2085-2086  
 95. James J. O'Connell, Jr., 2087-2088  
 96. James J. O'Connell, Jr., 2089-2090  
 97. James J. O'Connell, Jr., 2091-2092  
 98. James J. O'Connell, Jr., 2093-2094  
 99. James J. O'Connell, Jr., 2095-2096  
 100. James J. O'Connell, Jr., 2097-2098  
 101. James J. O'Connell, Jr., 2099-2100  
 102. James J. O'Connell, Jr., 2101-2102  
 103. James J. O'Connell, Jr., 2103-2104  
 104. James J. O'Connell, Jr., 2105-2106  
 105. James J. O'Connell, Jr., 2107-2108  
 106. James J. O'Connell, Jr., 2109-2110  
 107. James J. O'Connell, Jr., 2111-2112  
 108. James J. O'Connell, Jr., 2113-2114  
 109. James J. O'Connell, Jr., 2115-2116  
 110. James J. O'Connell, Jr., 2117-2118  
 111. James J. O'Connell, Jr., 2119-2120  
 112. James J. O'Connell, Jr., 2121-2122  
 113. James J. O'Connell, Jr., 2123-2124  
 114. James J. O'Connell, Jr., 2125-2126  
 115. James J. O'Connell, Jr., 2127-2128  
 116. James J. O'Connell, Jr., 2129-2130  
 117. James J. O'Connell, Jr., 2131-2132  
 118. James J. O'Connell, Jr., 2133-2134  
 119. James J. O'Connell, Jr., 2135-2136  
 120. James J. O'Connell, Jr., 2137-2138  
 121. James J. O'Connell, Jr., 2139-2140  
 122. James J. O'Connell, Jr., 2141-2142  
 123. James J. O'Connell, Jr., 2143-2144  
 124. James J. O'Connell, Jr., 2145-2146  
 125. James J. O'Connell, Jr., 2



study to students in Lancaster County was abandoned when it was found that an insufficient number now resided in that county to allow for an adequate sampling. Douglas County, having the largest blind population in Nebraska and being most accessible, was chosen as a source of additional material.

An endeavor was made to locate every person shown by the records of the Nebraska School for the Blind to have registered from Douglas and Lancaster Counties from 1875 when the school was established by law<sup>3</sup> to 1941. Forty persons, twenty from each county, were interviewed. Of these, eight had moved to Lancaster County subsequent to entering the School, and were not, therefore, included on the School lists.

Of those interviewed, twenty-two were women, eighteen, men. The ages ranged from thirteen to sixty-seven. The first of this group to enter the School was admitted in 1890; the last left it in 1939. The amount of time spent in the School varied from six days to sixteen years.

Of the one hundred and twenty-two persons enrolled in the School from Douglas County, 1875-1941, fifty-eight were accounted for as shown in TABLE I.

---

3 Session Laws of Nebraska, 1875; pp. 149-154.

agency is situated in Jackson County and situated upon  
it was found that an independent board was created in  
that county to supervise the management of the  
county, having the largest share of the population in the  
state and accessible, was chosen as a source of additional  
material.

An endeavor was made to obtain more details from the  
records of the Jackson County the 1st of the 19th century  
which were located and Jackson County from 1871 to 1874  
the records were transferred to 1871 to 1874. The records  
found from 1871 to 1874, and Jackson County, and other, which  
had been in Jackson County transferred to Jackson County  
instead, and were not, therefore, included on the school  
list.

It must be understood, however, that the records  
were, the ages ranged from thirteen to sixty-seven. The  
great at that time the school was included in  
those who had left it in 1870. The amount of time spent  
in the school varied from six days to sixteen years.  
It was not limited and twenty-two persons enrolled in  
the school from Jackson County, Jackson County, and other, and  
accounted for by other means.



TABLE I

ACCOUNT OF FIFTY-EIGHT FORMER PUPILS OF THE  
NEBRASKA SCHOOL FOR THE BLIND, RESIDENT IN  
DOUGLAS COUNTY AT TIME OF ADMISSION TO SCHOOL  
AND LOCATED 1941.

Total Number Located	Inter- viewed	Deceased	Moved from State or County	In School 1941	Otherwise Accounted for
----------------------------	------------------	----------	----------------------------------	-------------------	-------------------------------

58 interviewed 20 persons 11 girls 18 boys, were 130 : each 1974

Thirty of the fifty-seven pupils registered as from  
Lancaster County were accounted for as shown in TABLE II.

TABLE II

ACCOUNT OF THIRTY FORMER PUPILS OF NEBRASKA SCHOOL  
FOR THE BLIND RESIDENT IN LANCASTER COUNTY AT TIME  
OF ADMISSION AND LOCATED 1941

Total Located	Inter- viewed	Deceased	Moved from State	In School 1941	Otherwise Located
------------------	------------------	----------	---------------------	-------------------	----------------------

30 study 12 deceased 3 currently 9 by the 1941 2 and from 4

It is reasonable to suppose that over the period of  
sixty-six years, many of those unaccounted for, had died.

#### Method

This study was conducted by means of personal inter-  
views in which a schedule was used covering inquiry about

Table 1

ACCOUNT OF FIRST-CLASS MAIL MATTER IN THE  
SOUTHERN DISTRICT AND THE CITY OF NEW YORK  
FOR THE YEAR 1891

First-class matter	Second-class matter	Third-class matter	Fourth-class matter	Total
10	10	10	10	40

First-class matter is defined as that  
which is sent by registered mail or by  
special delivery.

Table 2

ACCOUNT OF FIRST-CLASS MAIL MATTER IN THE  
SOUTHERN DISTRICT AND THE CITY OF NEW YORK  
FOR THE YEAR 1891

First-class matter	Second-class matter	Third-class matter	Fourth-class matter	Total
10	10	10	10	40

It is necessary to express that the  
first-class matter, out of those unaccounted for, had died.

Table 3

This group was composed of matter in general form  
which is of a character not strictly literary or



each pupil before, during and after school attendance.<sup>4</sup>

By going to the School, complete lists of pupils from Douglas and Lancaster Counties, 1876-1941, were compiled. At least one call was made on all persons whose current addresses were available, as well as upon the majority whose addresses could not be verified. The attempts to locate and interview persons for this study, were beset with difficulties. Addresses given in the School records as of the date of admission were not useful in locating the students. Calls made at these addresses proved fruitless and time-consuming, especially when rural routes and small out-lying towns were involved.

Some additional addresses were obtained from the survey of the blind made in 1937 under the direction of the Department of Assistance and Child Welfare by lay groups throughout the counties. The value of that list for purposes of this study was somewhat curtailed by the fact that from 1937 to 1941, several persons had moved and addresses had to be re-checked. Permission was given by the Board of Control for the Department of State Assistance and Child Welfare to check the School list with Blind Assistance lists in order that further addresses be available. Officers of the Nebraska and Omaha Associations of the blind as well as several former students of the School helped in locating





others. City and telephone directories were checked in Omaha and Lincoln for further verification. Beside one hundred and twenty-one personal calls in Omaha, Lincoln, Hallam, Hoca, Malcolm and Eagle, seventy telephone calls were made in Omaha and thirty in Lincoln in an attempt to locate more persons through those of the same or similar names listed in city or telephone directories.

Once located, some of the pupils hesitated to answer questions or evinced resistance to the study. Reasons given for reluctance in cooperating, included: fear that Blind Assistance might be discontinued, apprehension lest cooperation might antagonize the administration of the School and preclude assistance it might at some time render them in locating employment, a feeling that this was "another study" of which no practical use would be made, unwillingness to be considered "blind" either because that reality had not been faced or because of personal philosophies considered by them to be at variance with those generally attributed to "the blind".

A few partially sighted persons expressed the fear that their names might be used and persons hitherto unaware of their visual defect or its extent, thereafter consider them unemployable. In some instances, parents, clinging to a notion that blindness is a disgrace, inhibited or concluded the interview. Other parents were inclined to answer questions for grown sons or daughters. Some subjects, will-





ing to cooperate in the study as a whole, blocked on certain questions, particularly those relating to economic status.

On the other hand, there was much helpful cooperation. Furthermore the very resistances encountered made significant contributions to the total picture.

Space has been devoted briefly to the Nebraska School for the Blind itself, that its purpose, policies and program might be in mind in relation to the analysis of interview material.

The findings of the study are here grouped in three sections as indicated in the schedule: pre-school, school and post-school periods. The emphasis is on the third period, with the other two considered in relation to it. Consideration of the actual and potential contribution of the Nebraska School for the Blind toward enabling its students to become "self-sustaining and useful citizens"<sup>5</sup> and recommendations pertaining thereto, conclude this thesis.

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5 Purposes of the School as set forth in Statutes of Nebraska, C. 22, p. 497.

and to participate in the study as a whole, closed on  
certain questions, particularly those relating to economic  
status.

On the other hand, there was some helpful cooperation,  
particularly the very valuable assistance with regard to  
certain questions in the field.

There has been considerable interest in the various groups  
in the community, and the various, religious and other  
groups might be in mind in relation to the various of interest  
also.

The change of the study and the groups in the  
various as indicated in the various community, social  
and professional groups. The various in the field  
action, with the other the community in relation to it,  
cooperation of the various and community organization of  
the various school for the various social groups  
interest in the various professional and social groups  
and community groups regarding the various, various with results.



## CHAPTER I

### Statutory History of the Nebraska School for the Blind

In 1875, after the apparent failure of a bill "to open Fort Kearney military reservation to preceptors at double price and use the proceeds to erect a blind asylum",<sup>1</sup> the legislature, through the efforts of Samuel Bacon, passed an Act to erect and maintain an institution for the blind at Nebraska City.<sup>2</sup> Out of the state treasury, in 1875

The Act of 1875 provided that the citizens of Nebraska City pay over to the Board of Trustees of the institution for the blind, property or money to the amount of \$3,000. The trustees were then to locate the institution on a tract of not less than ten acres of land and not more than a mile from the court house at Nebraska City. The state appropriation for the institution was \$10,000.

The Board of Trustees consisted of six members, elected by the legislature in joint convention and serving a six-year rotating terms. They served without pay except for expenses incurred in attending quarterly and annual meetings of the board. The trustees had general supervision of the institution, adopted rules for its government, provided teachers, servants and other necessities for the institution and fixed

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1 Nebraska Survey of Social Resources, Vol. I, p. 15.

2 Session Laws of Nebraska, 1875; pp. 149-154. No statutory name other than "the institution for the blind" was given at this time. In 1897 (Session Laws, Nebraska, 1897, pp. 202-207), the name "Institute for the blind" was used.

Statement of the Committee on the Blind

It is to be noted that the bill "to open

and extend military reservation to preceptors of pupils  
and also the proceeds to erect a blind asylum," the

legislation, however, the effect of which would be to  
an act to erect and maintain an institution for the blind

in California.

The bill of 1871 provided that the proceeds of the

land sold for the benefit of the blind in the State of California

for the blind, property of which is the subject of this

The proceeds were then to be used for the institution for the blind

of not less than two acres of land and not more than a whole

from the proceeds of the sale of the land. The State

action for the institution was \$10,000.

The bill of 1871 provided that the proceeds of the

up the legislation in 1871 was to be used for the

instituted fund. They were to be used for the

instituted in addition to the property and annual receipts of the

fund. The proceeds of the general reservation of the land

instituted, except the proceeds of the general reservation, should be

received and other necessities for the institution were then

1. Statement of the Committee on the Blind, Vol. 1, p. 10.  
2. Statement of the Committee on the Blind, Vol. 1, p. 10.  
3. Statement of the Committee on the Blind, Vol. 1, p. 10.  
4. Statement of the Committee on the Blind, Vol. 1, p. 10.  
5. Statement of the Committee on the Blind, Vol. 1, p. 10.  
6. Statement of the Committee on the Blind, Vol. 1, p. 10.  
7. Statement of the Committee on the Blind, Vol. 1, p. 10.  
8. Statement of the Committee on the Blind, Vol. 1, p. 10.  
9. Statement of the Committee on the Blind, Vol. 1, p. 10.  
10. Statement of the Committee on the Blind, Vol. 1, p. 10.



the salaries of officers and employees. The principal of the institution was responsible to the trustees for the performance of his duties.

According to the original Act of 1875, there was to be annually appropriated the sum of \$2,000 to cover salaries of principal, matron, steward, teachers and other employees and to meet the expense of furniture, books, maps and other necessities. Out of the state treasury, by means of warrants drawn on the temporary school fund, current expenses were met to an amount not exceeding forty dollars quarterly for each pupil.<sup>3</sup>

The principal was required to make annual reports to the governor, including an account of expenditures, a list of studies pursued, trades taught, articles manufactured and sold, as well as the number of pupils in the school, and for each the name, age, sex, residence, place of birth and cause of blindness.<sup>4</sup>

The principal was to purchase clothing for any pupil not suitably supplied and notify the treasurer of the county wherein the person last resided, whereupon the treasurer of the county was to obtain reimbursement for it from parents or guardians, by suit if necessary, unless three disinterested citizens of the county testified that such a suit would be "unreasonably oppressive" to the persons involved.

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<sup>3</sup> Session Laws of Nebraska, 1875; Sec. 12, pp. 149-154.

<sup>4</sup> Ibid., Sec. 14.





In that case the state was credited on the county ledgers with the amount of the purchase.<sup>5</sup> Another Act of 1875 required the county boards to declare any person a pauper who, being an inmate of a public charitable institution, was unable to supply suitable clothing for himself and had no parent or guardian able to supply it for him. The county could then meet such expense out of the general county fund.<sup>6</sup>

In 1875 it was provided that county superintendents of schools report annually to the principal of the institution for the blind, the name, age, sex, residence and postoffice address of all residents of their counties who were blind or blind to such an extent as to be unable to obtain an education in the common schools.<sup>7</sup> In 1897, this was amended to include only those between the ages of six and twenty-one.<sup>8</sup>

In 1897, the Act of 1875 was repealed.<sup>9</sup> The new Act provided that the governor appoint a Board of three trustees, to replace the original board of six, elected by the legislature. These trustees were to serve without pay for terms of three years. They had general supervision of the institution, set salaries of steward, teachers, physician and

<sup>5</sup> Session Laws of Nebraska, 1875; Sec. 15.

<sup>6</sup> Laws of Nebraska, 1875; p. 177.

<sup>7</sup> Session Laws of Nebraska, 1875; Sec. 17, pp. 149-154.

<sup>8</sup> Session Laws of Nebraska, 1897; Sec. 13, pp. 202-207.

<sup>9</sup> Ibid., pp. 202-207.





employees, all of whom they appointed, upon nomination of the superintendent of the institution.<sup>10</sup>

The superintendent (called the "principal" in the 1875 Act), was appointed by the governor at a salary set by the legislature. The law stipulated that he be an experienced educator. To him was delegated the prescribing of courses, the drawing up of rules and regulations for teachers, employees and pupils and the making of an annual report to the board of trustees. It is interesting to note the requirement that the annual report to the trustees was to include the name, residence, occupation of those who had graduated from the school and a statement as to whether they were wholly, or only in part, self-supporting. The report was also to contain the name, age, residence and postoffice address of blind residents of the state, of suitable age and capacity for admission to the institution for the blind.

This Act also provided for the appointment of a physician, who was to act as physician and surgeon for the institution and to visit it daily and at other times as his services were needed.

An Act of 1903 provided that all residents of the state from the ages of seven to eighteen, who, because of total or partial blindness, were unable to obtain an education in the public schools, were required to attend the institution





for the blind until graduated or discharged by the superintendent, unless mental or physical incapacity precluded their admission to the institution.<sup>11</sup> In 1921, this was

amended to include those between the ages of seven and twenty.<sup>12</sup>

In 1895, a Nebraska Supreme Court decision<sup>13</sup> declared the institutions for the deaf and blind to be educational and not charitable in nature and purpose and in 1915, the name of the institution for the blind was changed by law to the Nebraska School for the Blind.<sup>14</sup>

In 1913, the School for the Blind, as well as all other state institutions, came under the oversight and general control of the Board of Commissioners of State Institutions, known as the Board of Control.<sup>15</sup> Since 1917, the Board's appointive powers have included executive and medical officers. "Executive officers" was defined to include "superintendents, assistant superintendents, matrons, stewards, etc."<sup>16</sup>

The purpose of the School, as well as eligibility for admission thereto will be discussed in the following chapter. Historically, however, we may observe here that the Act of 1875 governing eligibility for admission to the School (then the institution for the blind) stated that : "All blind

11 Laws of Nebraska, 1903; pp. 549-553.

12 Laws of Nebraska, 1919-1921; pp. 226-234.

13 43 Neb. 184; 61 N.W. Rep. 586.

14 C. S. Neb., 1929; pp. 83-302.

15 Laws of Nebraska, 1913; pp. 535-548, Sec. 9.

16 Laws of Nebraska, 1917; pp. 312-313.

for the film will be made as discussed by the super-  
intendent, unless noted by physical inspection of the  
film. In 1931, this was

added to the list of films to be shown in 1931.

In 1932, a list of films to be shown in 1932 was

added to the list of films to be shown in 1932. This list was  
not added to the list of films to be shown in 1932, but  
was at the time of the film. The film was changed by me to  
the list of films to be shown in 1932.

In 1933, the list of films to be shown in 1933 was

added to the list of films to be shown in 1933.

Control of the list of films to be shown in 1933 was

known as the list of films to be shown in 1933.

Added to the list of films to be shown in 1933 was

added to the list of films to be shown in 1933.

Added to the list of films to be shown in 1933 was

etc.

The purpose of the list is to show as follows:

that the list of films to be shown in 1933 was

added to the list of films to be shown in 1933.

Added to the list of films to be shown in 1933 was

added to the list of films to be shown in 1933.

11	Law of the State, 1900; pp. 1-10.
12	Law of the State, 1901; pp. 1-10.
13	Law of the State, 1902; pp. 1-10.
14	Law of the State, 1903; pp. 1-10.
15	Law of the State, 1904; pp. 1-10.
16	Law of the State, 1905; pp. 1-10.
17	Law of the State, 1906; pp. 1-10.



persons resident of this state, of suitable age and capacity, shall be entitled to an education in this institution at the expense of the state."<sup>17</sup> In 1897, this was amended to read: "All blind persons and those blind to such an extent that they cannot acquire an education in the common schools of the state and who are of suitable age and capacity and of good moral character, shall be entitled to an education in the institution for the Blind without charge."<sup>18</sup>

The purpose of the school as defined in the statutes of 1897 was the "physical, moral and intellectual culture and training" of the pupils to the end that they "may be returned to society, capable of becoming self-sustaining and useful citizens".<sup>19</sup> In 1937 this was amended to include vocational training.<sup>20</sup> Vocational training had been part of the School's program prior to that date but had not previously been stipulated by law.

### Summary

Over a period of sixty-six years since its founding in 1875, the Nebraska School for the Blind has experienced amplification in its program and clarification and slight alteration in its policies. Its educational nature has been emphasized by applying to it the present name of "school".

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17 Session Laws of Nebraska, 1875; Sec. 17, pp. 149-154.

18 C. S. Neb., 1929; pp. 83-303.

19 Statutes of Nebraska, 1897; Ch. 22, p. 497.

20 Laws of Nebraska, 1937; Ch. 199, p. 823.

[illegible]

57-40000

Over a period of thirty-six years since the formation of the first settlement, the settlement has experienced a growth in the number and character of its activities. The settlement has been a center of social, cultural, and educational activities for the community. It has been a place where the needs of the community have been met, and where the lives of the people have been improved. The settlement has been a place of hope and inspiration, and a place where the future has been built.

1954-1955



"Good moral character" has been added to the original entrance requirements; vocational training has been added by law and in practice to the program.

The institution has been governed by three successive boards: from 1875-1897 by a six-member Board of Trustees elected by the Legislature, from 1897-1913 by a Board of three trustees appointed by the Governor and from 1913-1941 by the three-member Board of Control, appointed by the Governor by and with the consent of two-thirds of the members of the Senate.

The Superintendent was, from 1875-1897, selected by the Board of Trustees, from 1897-1913, appointed by the Governor and after 1913, appointed by the Board of Control. Teachers were appointed by the Board of Trustees during the first period, 1875-1897, the trustees on nomination by the Superintendent, 1897-1913, and by the Board of Control after 1917.

Between seven and eight hundred persons attended the school between 1875 and 1941,<sup>21</sup> of whom one hundred and seventy-nine have been from Douglas and Lancaster Counties.<sup>22</sup> The School has had ten superintendents, three of whom have served two separate terms. The School's founder, Samuel Bacon, totally blind and founder of the Iowa and Illinois Schools for the Blind, was the first Superintendent and

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21 Letter from W. C. Abbott, Superintendent, Nebraska School for the Blind, Nebraska City, Nebraska, to the author, March 17, 1941.

22 See Table II.

"good moral character" has been added to the original

existing regulations; additional training has been added

by law and is provided in the program.

The institution has been approved by State authorities

since 1975-1977 by a license issued by the State

of the Department, from 1977-1978 by a license

issued by the Department of the Interior and from 1978-

1981 by the Department of the Interior, regulated by the

Department of the Interior of the State of Illinois.

Members of the Board:

The Department has, from 1975-1977, selected by the

Board of Trustees, from 1977-1978, selected by the Trustees

and after 1978, appointed by the Board of Control. Teachers

are appointed by the Board of Trustees during the first

year, 1975-1977, the second or subsequent year of the

term, 1977-1978, and by the Board of Control after 1978.

Teachers have and shall receive payment according to the

schedule between 1975 and 1981, at which time and

twenty-five have been given bonuses and incentive payments.

The school has not for several years, days of school days

closed for religious reasons. The school's calendar, which

shows, clearly shows and reflects of the law and Illinois

Schools for the year, and the State Department and

It is noted that the Department, Department of the State

for the year, 1975-1977, and the year, 1978-1979.

1975-1977.

1978-1979.



served from 1875 to 1877. The political nature of the appointments, prior to those by the Board of Control after 1913, tended toward frequent changes of the executive officer. The Superintendent at the time this study was made, Mr. N. C. Abbott, had served in that capacity for thirty years, from 1909 to 1911 and from 1913 to 1941.

"The physical, mental, intellectual, emotional and educational training of the child is the first and most important of the child's development. It is the foundation upon which all other development is based, and it is the responsibility of the parent and the school to provide the best possible environment for the child's growth and development."

## History

Eligibility for admission to the school for the blind has, from the first, been a matter of policy rather than of law. The original act governing admission to the school, enacted in 1875, provided that the blind applicants be residents of the state, and of suitable age and capacity. In 1897, "good moral character" became a pre-requisite for admission.

That the law governing eligibility for admission, further required that the applicant be blind to such an extent that he cannot secure an education in the common schools of the state, was added, by inference, to the original provision of the law as being intended to apply to persons whose sensory-motor sense of sight is such that eye examinations actually are required to give admission.

Revised Statutes, 1907, ch. 184, § 1000.

served from 1917 to 1919. The political nature of the  
 appointment, prior to the year of the second of the  
 1919, seemed to be a change in the executive  
 office. The superintendent of the civil service was  
 made, Mr. J. C. Smith, had served in that capacity for  
 nearly twenty years, from 1901 to 1921 and from 1921 to 1924.

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## CHAPTER II

### Purpose and Policies of the Nebraska School for the Blind

#### Purpose

The purpose of the Nebraska School for the Blind, as specified by law, is:<sup>1</sup>

"...the physical, moral, intellectual, cultural and vocational training of the (blind) to the end that the pupils in (the) institution may be returned to society, capable of becoming self-sustaining and useful citizens."

#### Policies

Eligibility for admission to the School for the Blind has, from the first, been a matter of policy rather than of law. The original Act governing admissions to the School, stipulated merely that the blind applicants be residents of the state, and of suitable age and capacity. In 1897, "good moral character" became a pre-requisite for admission.

That the law governing eligibility for admission, further requires that the applicant be blind to such an extent that he cannot acquire an education in the common schools of the state, has led, by inference, to an interpretation of the law as being intended to apply to persons under twenty-one years of age, since it is until that age that public schools are required to give educational service

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<sup>1</sup> Laws of Nebraska, 1937; Ch. 199, p. 823.

Procedures and Policies of the National Council for the Blind

## Procedures

The purpose of this chapter is to describe the procedures and

associated by law, and

"...the physical, mental, intellectual, emotional and  
social aspects of the individual in the area of  
the public in 1964, however, only in relation to  
social, mental, and physical well-being and  
social status."

## Policies

Following the completion of the study the following

and, from the report, there is a chapter on policy rather than at  
law. The national and provincial authorities in the Council,

established under the Blind Persons Act of 1920, in 1967,  
for the state, and of various age and capacity.

"The study report" became a pre-requisite for national

and the law governing eligibility for admission.

Further requires that the applicant be blind to such an

extent that he cannot engage in education in the normal

schools of the country, and that, of importance, in an inter-

pretation of the law as being intended to apply to persons

under twenty-one years of age, since it is noted that age

that must be shown to be required to give educational advice



Persons over twenty-one were last admitted from Douglas and Lancaster Counties in 1936. After that time, it ceased to be the accepted policy to admit adults to the School.

The locating of children for whose best welfare education in the School for the Blind is indicated has, in the past <sup>2</sup> been the responsibility of the County Superintendents of Schools who were required to report annually to the Superintendent of the School for the Blind, the name, age, sex, residence and postoffice address of those in their counties who were between the ages of six and twenty-one and unable, because of total or partial blindness, to acquire an education in the common schools. The Superintendent of the School for the Blind was then responsible for getting in touch with the persons so listed and it was to him that written applications for admission were made. At the time of the last biennial report of the Board of Control, <sup>3</sup> applications for admission were made to the Division of Child Welfare or to the Superintendent of the School. A case committee consisting of the Superintendent of the School, the Director of the Division of Child Welfare and a member of the Board of Control, after considering the case

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<sup>2</sup> From 1872 to 1897, the law required that all blind persons in the counties be thus reported; a Legislative Act (Session Laws of Nebraska, 1897: Sec. 13, pp. 202-7) of 1897 amended this to include only those from six to twenty-one.

<sup>3</sup> June 30, 1939.

between such investigations and cases handled by  
 Georgia and Interstate Commerce Commission. At the same  
 time, it would be to the respective policy to make  
 change to the latter.

The finding of children the above cases reflect  
 education in the school for the blind is indicated by, the  
 the past, even the responsibility of the State Department  
 of the State and were reported in reports annually in  
 the Department of the Interior for the blind, the blind,  
 and, various and particular cases of them in  
 their countries and were between the age of six and twenty-  
 one and twenty, whereas of total in certain instances, as  
 active an education in the common schools. The Department  
 of the Interior for the blind was then responsible for  
 getting in touch with the persons as listed and it was so  
 the first three applications for admission were made, as  
 the time of the last financial report of the Board on Control,  
 applications for admission were made in the Division of  
 Child Welfare as to the responsibility of the latter, a  
 case committee consisting of the Department of the  
 Interior, the Division of Child Welfare and  
 a member of the Board of Control, after considering the case

3. From 1917 to 1927, the law required that all blind persons  
 in the country be blind reported; a Legislative Act (Session  
 Laws of Georgia, 1917, Vol. 11, pp. 208-7) at that time  
 that the law was only about from 1917 to 1927-1928.  
 3. From 1917 to 1927.



to residents of the state. There has been no rigid adherence to such an interpretation, however, as adult blind persons have attended the School quite generally and instances of persons well over twenty-one were found among the pupils entering the School from Douglas and Lancaster Counties. Thirty-three persons from Douglas County, out of a total of one hundred and twenty-two and six from Lancaster County, out of a total of fifty-seven, were over twenty-one at the time of admission. Age in this group ranged from twenty-two in seven instances to seventy-four in one instance. TABLE III shows the distribution by decade of the ages of the one hundred and seventy-nine persons, recorded as having entered the School for the Blind from Douglas and Lancaster Counties from 1875 to 1941.

TABLE III

DISTRIBUTION BY DECADE, OF AGES OF PERSONS ADMITTED TO THE SCHOOL FOR THE BLIND FROM DOUGLAS AND LANCASTER COUNTIES, 1875-1941

Age at Admission of 179 Pupils	Douglas	Lancaster
Total, All Ages	122	57
Under 10	38	17
10-19	48	33
20-29	19	3
30-39	5	0
40-49	8	2
50-59	2	1
60-69	1	1
70-79	1	0

to patients of the state. There has been no right to  
 before to such an interpretation, however, as adult blind  
 persons have attended the school quite generally and  
 instances of persons with some disabilities were found among  
 the pupils entering the school from Douglas and Lawrence  
 Counties. Thirty-three persons from Douglas County, and  
 of a total of one hundred and twenty-five and six from  
 Lawrence County, out of a total of fifty-seven, were  
 present at the time of admission. As in this group  
 taken from twenty-five to seven hundred in attendance  
 in one instance. Table III shows the distribution of persons  
 of the ages of the ten hundred and twenty-five persons,  
 and the number of persons entering the school for the blind from  
 Douglas and Lawrence Counties from 1901 to 1904.

TABLE III

DISTRIBUTION BY DECADE, OF AGES OF PERSONS ADMITTED TO  
 THE SCHOOL FOR THE BLIND FROM DOUGLAS AND LAWRENCE  
 COUNTIES, 1896-1904

Age	1896-1900	1901-1904
Under 10	1	1
10-14	1	1
15-19	1	1
20-24	1	1
25-29	1	1
30-34	1	1
35-39	1	1
40-44	1	1
45-49	1	1
50-54	1	1
55-59	1	1
60-64	1	1
65-69	1	1
70-74	1	1
75-79	1	1
80-84	1	1
85-89	1	1
90-94	1	1
95-99	1	1
100-104	1	1
105-109	1	1
110-114	1	1
115-119	1	1
120-124	1	1
125-129	1	1
130-134	1	1
135-139	1	1
140-144	1	1
145-149	1	1
150-154	1	1
155-159	1	1
160-164	1	1
165-169	1	1
170-174	1	1
175-179	1	1
180-184	1	1
185-189	1	1
190-194	1	1
195-199	1	1
200-204	1	1
205-209	1	1
210-214	1	1
215-219	1	1
220-224	1	1
225-229	1	1
230-234	1	1
235-239	1	1
240-244	1	1
245-249	1	1
250-254	1	1
255-259	1	1
260-264	1	1
265-269	1	1
270-274	1	1
275-279	1	1
280-284	1	1
285-289	1	1
290-294	1	1
295-299	1	1
300-304	1	1
305-309	1	1
310-314	1	1
315-319	1	1
320-324	1	1
325-329	1	1
330-334	1	1
335-339	1	1
340-344	1	1
345-349	1	1
350-354	1	1
355-359	1	1
360-364	1	1
365-369	1	1
370-374	1	1
375-379	1	1
380-384	1	1
385-389	1	1
390-394	1	1
395-399	1	1
400-404	1	1
405-409	1	1
410-414	1	1
415-419	1	1
420-424	1	1
425-429	1	1
430-434	1	1
435-439	1	1
440-444	1	1
445-449	1	1
450-454	1	1
455-459	1	1
460-464	1	1
465-469	1	1
470-474	1	1
475-479	1	1
480-484	1	1
485-489	1	1
490-494	1	1
495-499	1	1
500-504	1	1
505-509	1	1
510-514	1	1
515-519	1	1
520-524	1	1
525-529	1	1
530-534	1	1
535-539	1	1
540-544	1	1
545-549	1	1
550-554	1	1
555-559	1	1
560-564	1	1
565-569	1	1
570-574	1	1
575-579	1	1
580-584	1	1
585-589	1	1
590-594	1	1
595-599	1	1
600-604	1	1
605-609	1	1
610-614	1	1
615-619	1	1
620-624	1	1
625-629	1	1
630-634	1	1
635-639	1	1
640-644	1	1
645-649	1	1
650-654	1	1
655-659	1	1
660-664	1	1
665-669	1	1
670-674	1	1
675-679	1	1
680-684	1	1
685-689	1	1
690-694	1	1
695-699	1	1
700-704	1	1
705-709	1	1
710-714	1	1
715-719	1	1
720-724	1	1
725-729	1	1
730-734	1	1
735-739	1	1
740-744	1	1
745-749	1	1
750-754	1	1
755-759	1	1
760-764	1	1
765-769	1	1
770-774	1	1
775-779	1	1
780-784	1	1
785-789	1	1
790-794	1	1
795-799	1	1
800-804	1	1
805-809	1	1
810-814	1	1
815-819	1	1
820-824	1	1
825-829	1	1
830-834	1	1
835-839	1	1
840-844	1	1
845-849	1	1
850-854	1	1
855-859	1	1
860-864	1	1
865-869	1	1
870-874	1	1
875-879	1	1
880-884	1	1
885-889	1	1
890-894	1	1
895-899	1	1
900-904	1	1
905-909	1	1
910-914	1	1
915-919	1	1
920-924	1	1
925-929	1	1
930-934	1	1
935-939	1	1
940-944	1	1
945-949	1	1
950-954	1	1
955-959	1	1
960-964	1	1
965-969	1	1
970-974	1	1
975-979	1	1
980-984	1	1
985-989	1	1
990-994	1	1
995-999	1	1
1000-1004	1	1
1005-1009	1	1
1010-1014	1	1
1015-1019	1	1
1020-1024	1	1
1025-1029	1	1
1030-1034	1	1
1035-1039	1	1
1040-1044	1	1
1045-1049	1	1
1050-1054	1	1
1055-1059	1	1
1060-1064	1	1
1065-1069	1	1
1070-1074	1	1
1075-1079	1	1
1080-1084	1	1
1085-1089	1	1
1090-1094	1	1
1095-1099	1	1
1100-1104	1	1
1105-1109	1	1
1110-1114	1	1
1115-1119	1	1
1120-1124	1	1
1125-1129	1	1
1130-1134	1	1
1135-1139	1	1
1140-1144	1	1
1145-1149	1	1
1150-1154	1	1
1155-1159	1	1
1160-1164	1	1
1165-1169	1	1
1170-1174	1	1
1175-1179	1	1
1180-1184	1	1
1185-1189	1	1
1190-1194	1	1
1195-1199	1	1
1200-1204	1	1
1205-1209	1	1
1210-1214	1	1
1215-1219	1	1
1220-1224	1	1
1225-1229	1	1
1230-1234	1	1
1235-1239	1	1
1240-1244	1	1
1245-1249	1	1
1250-1254	1	1
1255-1259	1	1
1260-1264	1	1
1265-1269	1	1
1270-1274	1	1
1275-1279	1	1
1280-1284	1	1
1285-1289	1	1
1290-1294	1	1
1295-1299	1	1
1300-1304	1	1
1305-1309	1	1
1310-1314	1	1
1315-1319	1	1
1320-1324	1	1
1325-1329	1	1
1330-1334	1	1
1335-1339	1	1
1340-1344	1	1
1345-1349	1	1
1350-1354	1	1
1355-1359	1	1
1360-1364	1	1
1365-1369	1	1
1370-1374	1	1
1375-1379	1	1
1380-1384	1	1
1385-1389	1	1
1390-1394	1	1
1395-1399	1	1
1400-1404	1	1
1405-1409	1	1
1410-1414	1	1
1415-1419	1	1
1420-1424	1	1
1425-1429	1	1
1430-1434	1	1
1435-1439	1	1
1440-1444	1	1
1445-1449	1	1
1450-1454	1	1
1455-1459	1	1
1460-1464	1	1
1465-1469	1	1
1470-1474	1	1
1475-1479	1	1
1480-1484	1	1
1485-1489	1	1
1490-1494	1	1
1495-1499	1	1
1500-1504	1	1
1505-1509	1	1
1510-1514	1	1
1515-1519	1	1
1520-1524	1	1
1525-1529	1	1
1530-1534	1	1
1535-1539	1	1
1540-1544	1	1
1545-1549	1	1
1550-1554	1	1
1555-1559	1	1
1560-1564	1	1
1565-1569	1	1
1570-1574	1	1
1575-1579	1	1
1580-1584	1	1
1585-1589	1	1
1590-1594	1	1
1595-1599	1	1
1600-1604	1	1
1605-1609	1	1
1610-1614	1	1
1615-1619	1	1
1620-1624	1	1
1625-1629	1	1
1630-1634	1	1
1635-1639	1	1
1640-1644	1	1
1645-1649	1	1
1650-1654	1	1
1655-1659	1	1
1660-1664	1	1
1665-1669	1	1
1670-1674	1	1
1675-1679	1	1
1680-1684	1	1
1685-1689	1	1
1690-1694	1	1
1695-1699	1	1
1700-1704	1	1
1705-1709	1	1
1710-1714	1	1
1715-1719	1	1
1720-1724	1	1
1725-1729	1	1
1730-1734	1	1
1735-1739	1	1
1740-1744	1	1
1745-1749	1	1
1750-1754	1	1
1755-1759	1	1
1760-1764	1	1
1765-1769	1	1
1770-1774	1	1
1775-1779	1	1
1780-1784	1	1
1785-1789	1	1
1790-1794	1	1
1795-1799	1	1
1800-1804	1	1
1805-1809	1	1
1810-1814	1	1
1815-1819	1	1
1820-1824	1	1
1825-1829	1	1
1830-1834	1	1
1835-1839	1	1
1840-1844	1	1
1845-1849	1	1
1850-1854	1	1
1855-1859	1	1
1860-1864	1	1
1865-1869	1	1
1870-1874	1	1
1875-1879	1	1
1880-1884	1	1
1885-1889	1	1
1890-1894	1	1
1895-1899	1	1
1900-1904	1	1
1905-1909	1	1
1910-1914	1	1
1915-1919	1	1
1920-1924	1	1
1925-1929	1	1
1930-1934	1	



history of the child, prepared subsequent to written application for admission, presented recommendations concerning the entry of the applicant, to the Superintendent of the School.

In December, 1941, the Board of Control approved recommendations regarding the respective responsibilities of the Nebraska School for the Blind, School for the Deaf and Division of Child Welfare with regard to children having visual and hearing disabilities. These recommendations were the outgrowth of conferences held by the Board of Control with heads of all state institutions, and, relative to the specific recommendations herein noted, with Superintendents of the Schools for the Blind and the Deaf, the Director of Assistance for the Department of Assistance and Child Welfare and the Acting Chief of the Division of Child Welfare. The recommendations, as approved, follow:

#### Application for Admission

Applications can be made directly to the Superintendent of the Institution if the person applying desires.

County Assistance offices and county child welfare workers will assist parents and children in making applications when the individuals are known to them and desire their services. County offices will continue case finding.

#### Admission to the School

Applications which should be accepted without question are recommended to be accepted by the Superintendent of the School and identifying material sent to the Child Welfare Division.

Director of the Office, requested assistance to obtain copies of the records, reviewed recommendations submitted to the Office of the Director, in the Department of the Interior.

School.

In January, 1941, the Board of Directors of the Nebraska School for the Blind, School for the Deaf and Division of Blind Affairs with regard to children having visual and hearing disabilities. These recommendations were the subject of communication sent to the Board of Control with copies to all State Institutions, and, reference to the specific recommendations were made with regard to the interests of the schools for the blind and the deaf, the Director of Assistance for the Department of Assistance and Child Welfare and the State Office of the Division of Child Welfare. The recommendations, as approved, follow:

Recommendations for Assistance

Applications can be made directly to the Department of the Interior if the person applying desires. County Assistance Offices and County Social Services are to be assisted with cases where children are known to be in need of assistance. County offices will continue their efforts.

Assistance to the School

Applications for assistance should be submitted without prejudice to the Department of the Interior. The Department of the Interior will continue its efforts to assist the school and the children in need of assistance.



Other children may be accepted by the Superintendent on trial when it appears likely that the School program is best fitted for their needs and that they will be able to adjust to it. The Superintendent will notify the Division of Child Welfare of all children accepted on trial, giving in addition to the material usually furnished, the reasons why the trial period was recommended.

Applications to the School will be referred by the School or by the county immediately to the Child Welfare Division if there is any question as to enrollment at the school being the best plan for the child. The Division of Child Welfare will make the necessary investigation, consider other resources for the child and present its findings to the case committee if admission to the School appears desirable. Necessary interpretation will be made to all persons.

#### In-School Follow Up

When children are accepted on trial, the Division of Child Welfare, through county offices, will do such follow-up work as is indicated in order to strengthen the trial period/ at the School and/or make plans if the child is not to continue in the school.

Final approval of permanent enrollment will be given by the case committee.

#### Discharge from the School

The Superintendent of the School will notify the Division of Child Welfare of the discharge of every child from the school.

The Division of Child Welfare will be requested to make plans for the release of all children whose parents have not made satisfactory plans for them in advance.

#### Post-School Follow Up

Follow-up work will be done in the counties under the supervision of the Division of Child Welfare as requested and recommended by the Superintendent of the School.<sup>4</sup>

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<sup>4</sup> From memorandum on file in offices of the State Division of Child Welfare. Information regarding suggestions by Mr. Abbott and Mr. Jackson, immediately following, are from the same source.

These children may be assigned to the appropriate  
as trial with it appears likely that the Federal pro-  
gram is best fitted for such needs and that they will  
be able to adjust to it. The Department will  
assist the Division of Child Welfare in all matters  
connected with trial, and in addition to the material  
already furnished, the Bureau will the trial period and  
thereafter.

Appointments to the Board will be referred to the  
School as to the child's home, and the child welfare  
Division in cases in which it is necessary to  
the school and the child will be the child.  
Division of Child Welfare will make the necessary  
investigation, conduct other research for the child and  
present the findings to the case committee in addition  
to the report already submitted. Necessary referrals  
then will be made to all concerned.

Re-Schooling of the child

When children are assigned on trial, the Division of  
Child Welfare, through county offices, will be given  
notice as to the child's home in order to determine  
the child's needs and the child's needs and plans in  
the child is not a member of the school.

That approval of placement will be given  
by the case committee.

Placement from the school

The Department of the child will notify the  
Division of Child Welfare of the placement of every  
child from the school.

The Division of Child Welfare will be requested to  
make plans for the release of all children from  
placement from the school and will coordinate plans for their  
release.

Post-School Follow Up

Follow-up work will be done in the counties under the  
supervision of the Division of Child Welfare as  
requested and recommended by the Department of the  
School.

A review of the child's life in the home will be  
made by the Division of Child Welfare, in cooperation with  
the county and the Division of Child Welfare, and the  
Division of Child Welfare, immediately following, and from the  
same source.



In addition to the above, it was suggested by Mr. Abbott and Mr. Jackson, Superintendents of the Schools for the Blind and Deaf, respectively, that a person be employed during the months of June, July and August to visit the counties and make tests for visual and hearing disabilities of those who have not attended the School and who should be considered. County workers would make appointments for the tests and bring the children in to county offices for the testing. They would likewise do follow-up work. Equipment from the School would be used in making the tests. The same field agent would be used by both the School for the Blind and the School for the Deaf and would be responsible for interpreting the program of the schools to interested persons, county officials and county offices.

Supervision of defective children, not otherwise provided for, was defined by law<sup>5</sup> in 1933 as a duty of the Child Welfare Bureau, set up in the Department of Public Instruction in 1919.<sup>6</sup> Supervisory responsibilities in regard to such children is a matter of policy in the case of the present State Child Welfare Division.<sup>7</sup>

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5 Session Laws of Nebraska, 1933; p. 494.

6 Laws of Nebraska, 1919; p. 393.

7 Thirteenth Biennial Report of the Board of Control of Nebraska for the Period Ending June 30, 1939; p. 119.





## Program of the Nebraska School for the Blind

Educational Nature of the Program

The School for the Blind is an educational institution. The role of the institution was defined and its educational nature emphasized when, in 1915, the original name, "Institute for the Blind" was changed by law to "School for the Blind".

Prior to that time, the institution for the blind was considered by some to be the answer to urgent bread-and-butter needs, and, since eye examinations to establish entrance eligibility, were often cursory or omitted, it is possible that some counties were, on occasion, relieved of financial responsibility for certain indigent persons by way of the Institute for the Blind, when the visual acuity of the individuals may not have justified admission there. The impression that the School for the Blind is a charitable institution, lingers in the minds of certain uninformed individuals and is doubtless responsible for hesitancy on the part of some parents to send their visually defective children to the School, when, in reality, such specialized training is indicated for the child's best interests. The School for the Blind is a part of the educational system of the state. Methods of instruction and certain courses of study prevail in the School for the Blind as especially

THE EDUCATION OF THE BLIND

General Principles of the System

The school for the blind is an educational institution. The role of the institution is defined and the educational system is organized. In fact, the system is organized for the blind, and organized by law in the school for the blind.

Before so long time, the institution for the blind was considered by some to be the subject of special treatment. But now, when eye examinations are essential to entrance eligibility, and when entry is denied, it is possible that some countries have, in addition, refused to recognize responsibility for certain disabilities. In fact, the institution for the blind, when the state authority of the institution has not been justified education there. The institution for the blind is a complex institution, because in the field of certain blindness, blindness and is different responsibility for blindness in the field of some persons to send their visually defective children to the school, now, in reality, such specialized training is indicated for the blind's best interests. The school for the blind is a part of the educational system of the state. Methods of instruction and certain aspects of study prevail in the school for the blind as especially



adapted to the particular needs of its pupils, to the end that the educational aims which it shares with all other schools in the state, may be the better accomplished.

To the end that pupils attending the School for the Blind might be returned to society, capable of becoming self-sustaining and useful citizens, the lawmakers specified five kinds of training through which this purpose might be accomplished: physical, moral, intellectual, cultural and vocational. We shall here consider these parts of the School's program in turn.

### Physical

The physical problems of the visually defective child are legion. Protective parents, fearful lest a blind child be injured at play, encourage sedentary habits which preclude normal physical development and vigor. Sighted children, suffering from a form of the "we-they fallacy", tend to exclude blind children from their play, thus fostering increased self-consciousness on the part of blind children, resulting in increased physical awkwardness or inactivity. Postural peculiarities are common among blind children, due to efforts to balance themselves in walking or to protect themselves from the unknown in the environment. Liberation from a sense of physical insecurity is a major step toward establishing such poise and self-confidence as shall militate toward a satisfactory adjustment of the





blind child and blind adult in society.

To meet these problems and to provide physical training for the pupils of the School, a recreational supervisor was added to the staff during the biennium ending June 30, 1939.<sup>1</sup> The report of the Board of Control for that biennium contains the following statement regarding physical training in the School:

"The recreational activities of the School have been considerably improved during the biennium by the addition of a recreational supervisor, who not only teaches physical education, but who has charge of the general recreational activities. The physical education program has consisted of some athletic sports for the boys such as foot racing, broad jumping and things of a similar nature which they could do, as well as outdoor games. The girls had access to some playground equipment and had some dancing lessons, and the emphasis for both the boys and the girls has been upon bodily posture. . . . Special emphasis in the physical education program has been put on bodily posture, because, for the blind, the bodily posture and walking habits are two difficult problems to solve."<sup>2</sup>

No provision for supervised physical training could be discovered prior to the time of the above report.

#### Moral

The medium for formal moral training of pupils at the School is the daily convocation held each week-day mornings. The Superintendent conducts these convocations, at which

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<sup>1</sup> Thirteenth Biennial Report of the Board of Control of Nebraska for the Period Ending June 30, 1939, p. 124.

<sup>2</sup> Op. Cit., pp. 124-5.

after this and other cases in society.

To test these methods and to provide physical train-

ing for the people of the United States, a Department of Education

was established in 1903, the first being the Department of Education.

1903. The report of the Board of Education for that year

contains the following statement regarding physical train-

ing in the United States:

"The recreational activities of the school have been  
 constantly improved during the course of the  
 century. At a general conference, who was charged with  
 the general physical education, but who has charge of  
 the general recreational activities. The physical  
 education program has consisted of some athletic  
 sports for the boys such as foot ball, tennis, base-  
 ball, and others of a similar nature which have been  
 done, as well as outdoor games. The girls have been  
 given different equipment and have been taught  
 gymnastics, and the emphasis has been on the physical  
 side of the body. This has been upon bodily growth, . . . physical  
 education in the physical education program has been  
 put on bodily growth, however, for the girls, the  
 health program and physical training are not different  
 problems to solve."

The Department of Education has been established

in 1903, the first being the Department of Education.

Notes

The section for general training of people is now

known as the Department of Education, which was established

The Department of Education was established in 1903

I therefore learned about it at the Board of Education  
 in 1903, p. 128.  
 2. U. S. G. O., p. 128-8.



from time to time, ministers from the various Nebraska City churches are asked to speak. Other speakers address the School on occasion, various programs are presented, and there is Scripture reading.

On Sundays, a non-sectarian Sunday School is held at the School and pupils are permitted to attend churches in town.

It is reasonable to suppose that much of the moral training is informal and absorbed, rather than learned. The importance of this phase of the training program lies, in part, in the fact that the School is a residential school and the chief source of such training for many of the pupils.

### Intellectual

Academic training is provided from the first grade through high school. The course of study listed in the class schedule supplied the writer in November, 1941 by the Superintendent of the School, includes: Reading, Writing, Spelling, Phonetics, Language, English, History and Geography for elementary and intermediate grades, and Reading, Writing, English, History, Algebra, Economics, Physiology and Latin for the high school.

No provision is noted, as of 1941, for modern languages or science. In regard to science, the Superintendent writes: Our present curriculum is equal to that of the common schools. However, we do have to make some adjustments in the scientific

from time to time, separate from the various Nebraska City chapters are asked to attend. These chapters, however, the school on occasion, various programs are presented, and these chapters are asked to attend.

For example, a non-graduate chapter would be asked to attend the school and pupils are permitted to attend classes in town.

It is recommended to request that more of the school be included in the school and requested, before the school. The importance of this school on the training program is, in fact, the fact that the school is a residential school and the chief source of such training for many of the pupils.

### Instruction

Students are asked to provide from the school. Group high school. The course of study listed in the class schedule supplies the order in November, 1941 of the development of the school, including studies, writing, English, literature, history, science, mathematics, foreign languages and laboratory studies, and health, physical, and social studies, history, literature, and Latin for the high school.

No provision is made, as of 1941, for modern languages on campus. In regard to studies, the department which our present curriculum is asked to that of the common studies. However, we do have to take into account in the schedule



subjects because of the handicap under which our pupils work."<sup>3</sup> The report of the Board of Control, heretofore cited, states that: "The subjects taught cover the same range as those in the public schools both in the elementary school and on the high school level with the possible exception of science. It has been difficult to make the necessary laboratory demonstrations to teach science successfully."

The distinctive course taught only in the School for the Blind is Braille. This is taught from the earliest grades on through till a certain degree of proficiency is attained in both the reading and writing of the raised characters. For aid in writing, the Braille writer is also used, a six-key typewriter which facilitates writing. In the earlier days of the institution, New York Point was taught, but the general acceptance of Braille led to its displacement.

The Talking Book Machine,<sup>4</sup> developed by the American

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3 Letter from Mr. N. C. Abbott, Superintendent of School for the Blind, Nebraska City, Nebraska, to the author, November 24, 1941.

4 These machines are suited to operation by the blind and play non-breakable, long-playing disk records obtainable from central distributing libraries throughout the country. They are the "brain child" of the American Foundation for the Blind, New York and resulted from the application and elaboration by Mr. Robert B. Irwin, Executive Director of the Foundation, of the principle suggested by George F. Meyer's use of dictaphone records in Minneapolis public school Braille classes. The record reading speed of these machines is one hundred and eighty words a minute. These machines are among equipment and supplies furnished the School by the Federal government.





Foundation for the Blind, is used for teaching purposes, making available to classes informative and cultural material not otherwise obtainable. The School acts as distributing center for these machines also, so that the blind of the state may borrow machines for home use. Records, obtainable from the Denver Public Library without postage charge, complete the equipment for use of the machines.

Eight teachers were employed as of November, 1941, at monthly salaries ranging from \$55 to \$70 plus maintenance. In regard to salaries of teachers in the school, we quote again from the 1939 report of the Board of Control:

"The Board of Control feels that teachers in the school for the blind should have all the preparation and experience that teachers in the public schools are required to have to teach similar subjects, and in addition, they should have special preparation for teaching the handicapped. This in itself would ordinarily mean that the teachers' salary schedule should be on a higher level than the average of the teachers in the public schools who are teaching the same grade of subjects. This is not the case, however, as the average salary schedule is below the average for the state in similar positions."<sup>5</sup>

According to the same report, graduates of the School for the Blind have been accepted, without examination in State and denominational colleges, which is considered tantamount to accreditation by the State University though the School has not been formally accredited.<sup>6</sup>

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<sup>5</sup> Board of Control, Op. Cit., p. 117.

<sup>6</sup> Ibid., p. 122.





Cultural in industrial classes. In 1934, the school was

It is difficult to draw a line of distinction between training which might properly be called "cultural" and that considered as intellectual, moral, physical or vocational. Webster has defined culture to be "the training or refining of the moral or intellectual faculties". We have, therefore, considered a part of the cultural training at the School in the two preceding sections.

Musical training, however, though belonging in part to vocational training, may be considered cultural in nature. This has, from the start, been an important part of the School's program. Instruction in voice, piano, pipe organ, string and wind instruments is given on an individual basis and group training is given in the choir, orchestra, boys' glee club and intermediate and junior choruses.

The radio and the Talking Book Machine are also employed in the cultural training of the pupils. Addresses and programs at the daily convocations likewise contribute to this training.

Vocational

Vocational training, prescribed by law in 1937 as a part of the program of the School for the Blind, had long been incorporated into the School's program. From the establishment of the institution, industrial training had been given. Prior to 1938, broom and brush-making, mat, hammock and basket weaving and chair-caning, had received





emphasis in industrial classes. In 1938, the School was equipped with looms, and weaving became the focus of training emphasis.

Instruction in piano-tuning has been perennially a part of the vocational training received at the School.

Some instruction in cooking and sewing has been given the older girls.

Classes in typing furnish commercial training for the pupils, and the School is equipped with a dictaphone. Use of the dictaphone, prior to 1941, was not found to have been general.

No formal provision for vocational guidance was discovered.

### General Considerations Regarding the Program

In administering the program of the School, there were in 1941, beside the Superintendent and eight teachers, a matron and three supervisors, whose salaries ranged from \$45 to \$70 monthly, plus maintenance.

No sight-saving classes are given at the Nebraska School for the Blind. While the Board of Control realizes the desirability of such classes, it feels that such a program would raise the per capita cost of education to a prohibitive level.<sup>7</sup>

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<sup>7</sup> Thirteenth Biennial Report of the Board of Control of Nebraska, for the Period Ending June 30, 1939., p. 121.

separate in industrial classes. In 1908, the survey was  
 conducted with funds, and several became the basis of  
 existing systems.

Industrial in glass-making has been particularly

large in the industrial district, particularly in the district.

Some progress in working has been made since 1908

the other side.

Classes in typical (typical commercial) training for the

public, and the school in which a diploma, the

of the diploma, (which is given) and the school in which

generally.

In 1908, provision for commercial education was made

several.

# General Information Regarding the System

In introducing the system of the school, there were

in 1901, besides the Government and other agencies, a

union and three committees, whose salaries ranged from

\$45 to \$70 monthly, plus maintenance.

No night-school classes are given at the present school

for the night. While the board of control requires the

teaching of such classes, it feels that such a system

would make the two sides out of something of a

distinct level.

V. Thirteenth Annual Report of the Board of Control of  
 Education, for the year ending June 30, 1909, p. 121.



The School is not equipped for the training of the deaf-blind. In 1935, an appropriation of five thousand dollars was made for the establishment of a Deaf and Blind Educational and Maintenance Fund.<sup>8</sup> Under provisions of this Act, the Board of Control, with the approval of the Governor and the state superintendent of schools, may provide for the education and maintenance of deaf-blind children between the ages of five and twenty-one, at the expense of the state for a period not exceeding ten years. One child and her "mother-teacher" have attended the New York Institute for the Blind, New York City, under provision of this Act.

A School physician and a part-time dentist care for the health of the pupils. The physician, beside serving as physician and surgeon for the School, serves also in a consultant capacity in regard to admission and discharge of pupils.<sup>9</sup>

Classes for the adult blind are not included in the School's program. In the spring of 1939, the Director of Education for the Board of Control sent notices to the 592 persons then receiving blind assistance in Nebraska, announcing courses to be offered at the School for the Blind for six weeks beginning the fifteenth of June.

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<sup>8</sup> Session Laws of Nebraska (Special), 1935; Ch. 32, pp. 191-3.

<sup>9</sup> Letter from Mr. N. C. Abbott, Superintendent, School for the Blind, Nebraska City, Nebraska, to the author, November 24, 1941.





Possibly due to the fact that state assistance would be withheld for the period of the school term, only six persons indicated a desire to avail themselves of this opportunity.

### Summary

The program of the Nebraska School for the Blind includes physical, moral, intellectual, cultural and vocational training. Changes and improvements have been made, especially during and since the biennium ending June 30, 1939. Special effort to raise the standards of the school was made at that time and much was accomplished through having a survey made by Dr. P. C. Potts of the American Foundation for the Blind, New York City, assisted by Miss Virginia Lee Abel of the Iowa School for the Blind, Vinton, Iowa. The Board's biennial report, following the making of this survey, commented:

"As a result of these suggestions (those of Dr. Potts) definite improvements have been made, one of which is an improved attitude on the part of the personnel. The survey results have presented a definite challenge to them to originate constructive programs to be applied in the school."<sup>10</sup>

Braille has replaced New York Point in classes for tactual reading, loom-weaving has replaced broom, brush and mat making in industrial classes, the radio, dictaphone, Braille writer and Talking Book machine have come into use

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<sup>10</sup> Board of Control, Op. Cit., pp. 123-4.

possibly due to the fact that their assignments would be  
 assigned for the period of the school year, and this  
 persons indicated a desire to avail themselves of this  
 opportunity.

# Summary

The purpose of the research conducted for the study  
 included physical, mental, intellectual, emotional and  
 vocational training. Changes and improvements have been  
 made, especially during the study. The research was  
 completed after it was the intention of the  
 school was made at that time and with the understanding  
 through having a survey made by Dr. J. C. Jones at the  
 American Commission for the Blind, New York City, assisted  
 by Mrs. Virginia Lee and the local school for the blind,  
 Vinson, Iowa. The study's statistical report, following the  
 making of this survey, summarized:

"As a result of these experiences (which Dr. J. C. Jones)  
 indicated improvements have been made, one of which is  
 an improved attitude on the part of the personnel.  
 The survey results have revealed a definite change  
 in the attitude of the personnel toward the  
 blind in the school."

Results are reported for each subject in classes for  
 manual training, home-making and physical education, and  
 the results in individual classes, the study, discussion,  
 results written and talking book results have been taken



in class and personal instruction and playground equipment has enhanced recreational opportunities. A gymnasium and full-time recreational supervisor have greatly improved the program for physical training. A full-time commercial teacher has taken over classes formerly taught by the office clerk.

No sight-saving classes nor classes for the adult blind or deaf-blind are held at the School.

Personnel of the School includes the Superintendent, the matron, three supervisors, eight teachers, a physician and a part-time dentist. Other employees of the School are: an office clerk, a night watchman, utility man, engineers, cooks, waitresses and maids.

"As with all personal problems, the individual is decisive. The socialization is immediate, and, particularly, the physical life which is common to all the people with which, regardless of the individual, physical changes just about everything. It seems a peculiar thing to say. It seems a wall in the emotional mind. The physical changes are everywhere. It calls for drastic social participation. It involves a complete emotional revolution. The reaction is usually, however, that the changes are not considered as strange. They are considered as inevitable."

1. *Idem*, *Charles L. Taylor*, "The Psychology of Being Blind", *Journal of the American Association of the Blind*, Vol. 10, No. 1, 1915, p. 1.

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## CHAPTER IV

### Pupils of Schools for the Blind

Introductory to presentation of findings relative to a specific group of persons who have been pupils of the Nebraska School for the Blind, general consideration is here given to all persons who at some time have found or may yet find themselves enrolled in such a school. This chapter is intended to give a composite picture of those persons for whom the Nebraska School was established and is maintained.

Blindness does more to the individual than deprive him of eyesight. Its influences reach into every area of his life; they demand adjustments at every turn. The following by Charles Magee Adams, newspaper editor and writer of national distinction and blind from the age of eleven, portrays the meaning of blindness to the individual:

"As with all personal problems, the individual is decisive. Yet generalization is unavoidable, and, fortunately, the sightless have enough in common to make its risks worth taking. Regardless of the individual, blindness changes just about everything. It means a complete sensory revolution. It looses a bull in the emotional china shop. Its physical consequences are far-reaching. It calls for drastic social readjustments. It produces a shattering economic explosion. Even recreation is greatly altered. Moreover, these changes are not successive, or separate. They are simultaneous and interactive."<sup>1</sup>

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<sup>1</sup> Adams, Charles Magee, "This business of Being Blind", What of the Blind? (American Foundation for the Blind, New York, 1941) Vol. II. Ch. 1., p. 4.





There has been considerable progress in the understanding of the blind and their problems since the days of exposure of blind babies in the mountain gorges of Sparta and on the rivers of Rome. Much of the philosophy which allowed exploitation of the blind and fostered pauperizing charity for their support is history now, but the blind individual remains, even to many charged with his education and various aspects of his welfare, "a dark forest", the unknown.

Measurements of the intelligence of the blind are still much in an experimental stage, with the 1941 Hayes-Binet test the most recent work undertaken and that which will doubtless find wide and helpful use in determining what the native capacities of each blind individual are, in order that training and education be geared to the individual's capacities for profiting by them. Intelligence tests used in several schools for the blind throughout the country, show that ". . . where teacher's judgments and standard measurements have been compared, we find the same striking differences of opinion which have motivated the almost universal use of tests in schools for the seeing, and in grades which have been assembled on the basis of teacher's judgments alone enormous differences in ability are disclosed by tests."<sup>2</sup>

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<sup>2</sup> Hayes, Samuel P., "Mental Measurements of the Blind", What of the Blind? (American Foundation for the Blind, New York, 1941) Vol. II, p. 33.

There has been considerable progress in the study of the blind and their position with the help of experts in blind work in the various countries of Europe and in the United States. Much of the progress has been made in the field of the blind and their position with the help of experts in blind work in the various countries of Europe and in the United States. Much of the progress has been made in the field of the blind and their position with the help of experts in blind work in the various countries of Europe and in the United States.

The progress of the investigation of the blind and their position with the help of experts in blind work in the various countries of Europe and in the United States. Much of the progress has been made in the field of the blind and their position with the help of experts in blind work in the various countries of Europe and in the United States. Much of the progress has been made in the field of the blind and their position with the help of experts in blind work in the various countries of Europe and in the United States.



It is difficult to estimate the intelligence of the blind where no such tests are in use. The present study revealed no intelligence tests that had been given pupils at the Nebraska School for the Blind. A large margin of error is, therefore, possible in generalizations as to the intelligence of the group as a whole and of individual pupils. The blind child brings to school with him, a galaxy of emotional problems and individualized needs. Those factors which retard sighted children are apt to be multiple in the pre-school background of blind children: malnutrition, emotional insecurity, feelings of inferiority and inadequacy, excessive dependence on protective parents or serious maladjustment due to parental rejection all are potential handicaps to the blind child. Early conclusions as to the intelligence of pupils entering the School may preclude consideration of shyness, homesickness, or a greatly increased sense of insecurity due to a new environment in which the "unknowns" are everywhere. Performance of a pupil may be, and often is, on a level lower than the child's native capacities would necessitate, due either to hasty cataloging of a timid child as dull or to slowness in initial adjustment. On the other hand, the child of meager abilities may become discouraged by baffling encounters with material too difficult for him at the outset. It is injurious to bright and retarded children alike, to gear the level of instruction in any area to that is con-





sidered to be the capacity of either group. Factors bearing upon school adjustment and progress of the blind child are so varied and complex that only through skilled observation and expert handling of problems individual to each child, can the abilities of the blind child be developed to a level equal to capacity.

Awkwardness and peculiarities in posture are not uncommon among blind children. Tendencies to physical inactivity, seclusiveness, day-dreaming, rationalization, exaggerated compensatory drives, hypersensitivity are all found, not infrequently among blind children. As with sighted children, efforts to compensate for inferiority, real or imagined, may lead to a domineering attitude, to boistrousness, variant "anti-social" behaviour and, children struggling inwardly with problems of wide implication, may be considered unruly, unmanageable and potential delinquents.

Interests, as well as abilities, vary greatly from child to child. There has long been a curious tendency in some residential schools for the blind, to attempt mass production of, for instance, musicians. Nothing inherent in blindness presupposes ability for music, nor interest in it. Its inclusion in the school curriculum is certainly justified by the cultural advantages it affords pupils and by the fact that it has afforded vocational training beneficial to those suited for it, but not all blind





children are musical or able to benefit equally from such instruction. It is likewise impossible to prepare blind children, en masse, for broom-making, piano tuning, chair-caning or any of the trades traditionally considered economically useful to the visually handicapped. Such attempts at vocational regimentation are economically wasteful and emotionally injurious. Blindness does not magically metamorphose individuals into potential broom-makers or anything of the sort. Whatever, on the contrary, the deprivations or alterations blindness may impose on the individual, it leaves to each, strengths peculiar to himself, upon which dissimilarities, foundations for a vocation, personally suitable, should be laid.

The following chapters are devoted to examination of findings regarding a heterogeneous group of blind pupils, of whom much that has here been noted will be found true.

Have they realized the importance of their educative years. Their adaptation variable to this study has been in three grades: first in the ability of the individual to adjust to the school, the class and the program, second, in his ability to function in the class situation, the adaptation to the school, and third, in his capacity for personal achievement and social adjustment.





Pre-School History of Forty Former Pupils of the  
Nebraska School for the Blind - Personal History

Introduction

In the present chapter is begun consideration of the social history of forty persons who at some time attended the Nebraska School for the Blind. In common they shared three things: some degree of visual defect, enrollment in the School for the Blind, and residence in Douglas and Lancaster Counties at the time the study was made. Other than that, each had capacities, experiences and ambitions peculiar to himself. This small segment out of that aggregate known as "the blind" was no more a homogeneous group than is the whole blind population.

It was not for the sake of chronological continuity that consideration was given the pre-school years. Psychiatrists, psychologists, physicians, educators and clergymen have long realized the importance of these formative years. Their contribution relative to this study has been in three areas: first in the ability of the individual to adjust to the School for the Blind and its program, second, in his ability to utilize, in the life situation, the contribution made by the School, and third, in his capacity for becoming a self-sustaining and useful citizen regardless of the contribution of the School.





Age

The period of time covered by this study was sixty-six years. That was also the life span of the oldest persons interviewed. Ages of the remaining thirty-eight ranged downward to thirteen years as shown in TABLE IV.

TABLE IV

## AGE DISTRIBUTION OF FORTY FORMER PUPILS OF THE NEBRASKA SCHOOL FOR THE BLIND INTERVIEWED 1941

		10	15	20	25	30	35	40	45	50	55	60	65
		to	to	to	to	to	to	to	to	to	to	to	to
TOTAL		14	19	24	29	34	39	44	49	54	59	64	69
Total	40	1	3	8	8	3	1	3	1	4	6	0	2
Male	18	0	1	5	5	1	0	0	0	1	4	0	1
Female	22	1	2	3	3	2	1	3	1	3	2	0	1

Half, or twenty, of the pupils were under the age of thirty. There was an almost equal distribution above and below a median age of thirty-three.

The difference of fifty-three years between the ages of the oldest and youngest pupils made possible at least a partial long-time view of the School's program and its adequacy in equipping pupils to meet the demands of a progressively changing society.

The period of time covered by this study was thirty-

five years. This was also the life span of the oldest persons interviewed. Ages of the remaining thirty-eight ranged downward to thirteen years as shown in Table IV.

TABLE IV

AGE DISTRIBUTION OF WHITE FEMALE RESEARCHERS BY THE  
RESEARCHER'S AGE AND THE AGE OF THE OLDEST PERSON INTERVIEWED

Total	Male	Female	Age of Oldest Person Interviewed									
			10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59
40	18	22	1	1	1	1	1	1	1	1	1	1
18	10	8	1	1	1	1	1	1	1	1	1	1
22	12	10	1	1	1	1	1	1	1	1	1	1
10	5	5	1	1	1	1	1	1	1	1	1	1
15	8	7	1	1	1	1	1	1	1	1	1	1
20	10	10	1	1	1	1	1	1	1	1	1	1
25	12	13	1	1	1	1	1	1	1	1	1	1
30	14	16	1	1	1	1	1	1	1	1	1	1
35	16	18	1	1	1	1	1	1	1	1	1	1
40	18	20	1	1	1	1	1	1	1	1	1	1
45	20	22	1	1	1	1	1	1	1	1	1	1
50	22	24	1	1	1	1	1	1	1	1	1	1
55	24	26	1	1	1	1	1	1	1	1	1	1
60	26	28	1	1	1	1	1	1	1	1	1	1
65	28	30	1	1	1	1	1	1	1	1	1	1
70	30	32	1	1	1	1	1	1	1	1	1	1
75	32	34	1	1	1	1	1	1	1	1	1	1
80	34	36	1	1	1	1	1	1	1	1	1	1
85	36	38	1	1	1	1	1	1	1	1	1	1
90	38	40	1	1	1	1	1	1	1	1	1	1
95	40	42	1	1	1	1	1	1	1	1	1	1
100	42	44	1	1	1	1	1	1	1	1	1	1

Half, or twenty, of the pupils were under the age of thirty. There was an almost equal distribution above and below a median age of thirty-three.

The difference in fifty-three years between the ages of the oldest and youngest pupils was possible at least a partial two-time view of the school's program and its adequacy in equipping pupils to meet the demands of a progressively changing society.



### Nativity

While all were residents of the state at the time of admission to the School, Nebraska was the birthplace of only twenty-seven of the pupils. Eleven were born in the United States outside of Nebraska. Of the five states represented, Iowa with five, was first in order of numerical contribution. Two of the pupils were born in Europe.

The birthplaces of the majority of the pupils covered so comparatively small a geographical territory and represented economic conditions and cultural patterns so similar to those of Nebraska, that the place of birth would seem to be a negligible factor among the liabilities and assets with which each pupil started his school career.

### Sex

The study included twenty-two females, eighteen males. It is interesting to note from an examination of TABLE IV that twelve of each were under forty at the time the study was made. The study was, therefore, concerned with an almost equal number of men and women, over half of whom were young, of an age considered definitely employable.

### General Health

It is difficult to separate considerations pertinent to this subject from those relating to physical defects at birth, the age at onset of blindness and the cause of blindness. Each has points specific to it, but all are

History

While all were members of the staff at the time of  
 admission to the hospital, however, and the majority of  
 only twenty-seven of the pupils. Others were born in the  
 United States outside of Germany. Of the five states  
 represented, four with five, and five in order of numerical  
 distribution. Two of the pupils were born in Europe.  
 The distribution of the majority of the pupils covered as  
 approximately equal a geographical territory and represented  
 economic conditions and cultural patterns as similar as  
 those of Germany. That the class of birth would seem to be  
 a negligible factor among the distribution and access with  
 which each pupil entered his school career.

Sex

The study included twenty-five females, thirteen males.  
 It is interesting to note from an examination of Table II  
 that twelve of each sex were under forty and five the study  
 was made. The study was, therefore, concerned with an almost  
 equal number of men and women, even half of whom were young,  
 of an age considered relatively negligible.

General Notes

It is difficult to make a comprehensive statement  
 as this subject from those relating to general history as  
 birth, the age at entry to citizenship and the reason for  
 citizenship. None has definite knowledge as to, but all are



part of the physical whole and are interrelated and interactive. Effort was made, however, to focus attention, in so far as possible, upon those aspects of general health, unrelated to cause or effect of blindness.

The importance of general health to the blind cannot be overestimated. The preservation of life itself may depend for the blind upon that mental alertness and other-sensory acuity which derive from good general health. As we shall observe in our consideration of financial status, every factor which influences the health of a blind child is of infinite importance. Living as they do on a high level of nervous tension, keyed to a high pitch of concentration, it is necessary that every source of physical and mental energy be at its maximum. It is rarely the mere fact of blindness which makes adjustments difficult; it is rather blindness, complicated and supplemented by divers physical and emotional problems that leads to frustration and defeat.

From physical illness, it is easy for the blind to descend into a lethargic Slough of Despond from which it is hard, thereafter to rise, and which acts as the pernicious breeding ground of perennial inertia and of indigence.

As shown in TABLE V, half of the pupils indicated that their health during pre-school years, had been good. Groupings shown in the TABLE were made on the basis of the pupil's own statements regarding early physical condition. In several instances there appeared to be wide discrepancy

case of the physical which are investigated and interpreted as active. It is not, however, as a physical condition in the body as a whole, but as a physical condition in the body as a whole.

The importance of the physical condition in the body as a whole

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between these statements and physical conditions also shown by the study, to have existed. The tendency has been uniformly in the direction of optimism. The four whose health was reported as poor, had been very ill and those reporting health to have been fair would have been, in many cases, judged by general standards, to have been in poor health prior to admission to the School. How many of those reporting health to have been good, were in reality suffering from some form of chronic illness, or contending with the debilitating aftermaths of former acute diseases, cannot be estimated. It would appear that answers to inquiry concerning physical health were colored with more subjectivity than others throughout the interviews. Whether these claims to better health than seems probable in the light of other findings, resulted from need to be accepted as "normal" in some area not too open to revealing scrutiny, or whether they arose from hesitancy to expose unnecessarily multiple defects, is not known. Still other factors may have occasioned claims to better health than the pupils may actually have enjoyed; in any event, the conclusion might reasonably follow that these blind persons placed considerable value upon good general health.

between these statements and logical conditions and laws  
 by the study, to have existed. The tendency has been to  
 identify in the direction of analysis, the four forms stated  
 are, regarded as pure, has been with it and these reports  
 are, certain to have been with would have been, in many cases,  
 judged by, several standards, to have been in some manner  
 before to admission for the subject. How many of these reports  
 in health to have been good, were in reality following  
 from some form of chronic illness, or condition with the  
 distinctive statement of chronic health disease, could  
 be estimated. It would appear that answers to inquiry and  
 related physical health were related with some subjectivity  
 than others throughout the investigation. When these claims  
 in better health than some patients in the light of other  
 findings, revealed from what he is regarded as "normal" in  
 some with and too open to revealing knowledge, an element  
 they were then healthy to expose unnecessarily multiple  
 disease, is not known. Still when there may have  
 occasional claim to better health than the health may  
 actually have enjoyed in any event, the question arises  
 reasonably follow that these kind of cases almost certainly  
 also value upon general health.



TABLE V

PRE-SCHOOL GENERAL HEALTH OF FORTY PUPILS  
INTERVIEWED

Total Persons Interviewed	Good Health	Fair Health	Poor Health
40	20	16	4

Five persons later withdrew from the School for the Blind because of illness. In one case this was occasioned by an accident at the School, a second attributed illness to improper diet while there and the remaining three found return to their homes necessary because of physical conditions present at the time of admission.

A higher incidence of ill-health within the group will be noted during the post-school period. In several instances it seems probable that illnesses reported as of that period, were in reality, either the aftermath or the continuation of diseased conditions or physical defect present either at birth or in the early years of life.

From the combined sources of records at the School and reports of individual pupils, it appears that at least six persons were visually handicapped as the result of congenital syphilis and gonorrhea. To what extent, if any, these persons were further handicapped physically by these conditions cannot be estimated. It seems possible that some

TABLE V

THE GENERAL HEALTH OF FORTY FAMILIES  
INTERVIEWED

Total families interviewed	Total persons interviewed	Total persons living	Total persons deceased
40	125	118	7

The persons interviewed were the heads of the families interviewed. In some cases the heads of the families were interviewed as well as the heads of the families, a second attempted interview to determine the health of the family and the health of the family. In some cases the heads of the families were interviewed as well as the heads of the families, a second attempted interview to determine the health of the family and the health of the family.

A study of the health of the family within the group will be made during the next few years. In several instances it seems probable that the health of the family is not as good as it appears to be. It seems probable that the health of the family is not as good as it appears to be. It seems probable that the health of the family is not as good as it appears to be.

From the analysis of the records of the family and reports of individual families, it appears that the health of the family is not as good as it appears to be. It seems probable that the health of the family is not as good as it appears to be. It seems probable that the health of the family is not as good as it appears to be.

From the analysis of the records of the family and reports of individual families, it appears that the health of the family is not as good as it appears to be. It seems probable that the health of the family is not as good as it appears to be. It seems probable that the health of the family is not as good as it appears to be.



curtailment of physical or mental vigor may have been experienced.

As we shall see in considering the causes of blindness, it appears that several of the pupils started their school career fighting physical battles on more than one front.

### Physical Defects at Birth

Often the prognosis for satisfactory social and economic adjustment is better in cases of persons born with physical defect than in cases of persons later confronted with an impairment which necessitates the creation of a new design for living and the emergent mustering of undeveloped resources within the personality in meeting the unexpected obstacle. The attitude of the blind themselves on this point is interesting and this study revealed almost unanimous opinion on the part of the blind pupils in regard to the comparative difficulties encountered by persons blind at birth or blinded soon thereafter, and those whose loss of vision was either gradual over a long period of time, or the result of accident or illness later in life. The congenitally blind or those who, from early childhood had known little or no vision expressed the belief that the real "burden" of blindness is that experienced by its sudden occurrence in the lives of those whose way of life has, from the beginning, presupposed normal vision and

manifestation of physical or mental vigor may have been  
expected.

As we shall see in considering the cases of illness  
next, it appears that several of the pupils started their  
second cancer episode several months or more than two  
years.

### Physical Causes of Illness

Under the heading for vegetable acids and economic  
adjustment is listed in cases of persons born with physical  
defects such as cases of persons born with physical  
impairment which necessitates the wearing of a brace  
for the back and the wearing of a corset or undergarment  
pressure within the body in making the necessary  
adjustment. The attitude of the mind themselves on this  
point is interesting and this truly revealed about conditions  
existing on the part of the mind which in regard to the  
competitive intellectual development of persons which is  
often an almost non-existent, and thus when born of  
nature was also under great a good period of time, or  
the result of accident or illness later in life. The  
consequently with the mind, first early adjustment and  
some facts as to what appeared the result of the  
real "problem" of adjustment in this adjustment by the  
various occurrences in the lives of those whose way of life  
was, from the beginning, exposed under stress and



whose planning has not included emotional or economic provision for any such handicap as blindness. One of the most interesting opinions, relative to this matter, was expressed by a young man who had little more than light perception since early childhood. In his opinion, sighted persons suddenly confronted with blindness would experience difficulties similar to those blind persons suddenly restored to sight would encounter; he felt the two to be equal misfortunes and alike fraught with dangers to personality integration and the development of adjustment capacities. It is perhaps a hard philosophy but one which seemed borne out by the findings of this study. Emotional trauma and serious maladjustments in both social and economic areas appeared to be more prolific and more intense in the lives of those blinded later in life.

The findings of this study relative to incidence of physical defect at birth are shown in TABLE VI. There was much generalization on the part of the pupils as to the nature of the defect. Many reported "weak eyes" as dating from the time of birth and in several cases, little supplementary detail was available. Congenital and hereditary defect are grouped together; birth injury of a mechanical sort is listed separately.

These elements are not included (unless by accident)  
 provided the way and manner of thinking, one of the  
 most important elements, referred to this matter, was  
 expressed by a group and not little more than light  
 expression since early addition. In his opinion, slight  
 terms and early addition with elements again expressed  
 addition since the same kind of terms usually  
 referred to slight words however; he felt the two as an  
 equal distinction and also treated the matter as per-  
 sonally addition and the addition of addition  
 addition. It is better a half addition and not with  
 added terms but by the addition of this word, addition  
 terms and early addition in this word was  
 secondly added to be more definite and more interest  
 in the first of these kinds of terms in this  
 The addition of this word relative to addition in  
 secondly added to this word in addition. There was  
 not, however, added to the word of the word as to the  
 matter of the matter. Early added "early" as being  
 the first of this and in several cases, little  
 early added to this and addition. Addition and addition  
 early added to this and addition, early added to

Addition is added separately.



TABLE VI.

INCIDENCE OF PHYSICAL DEFECT AT  
BIRTH AMONG FORTY PUPILS INTERVIEWED

	Total	Total	Partial	Birth	Scoliosis	No
		Blind-	Blindness	Injury to		Defect
		ness	ness	Optic Nerve		
TOTAL						
NUMBER 40	3	17	1	1	18	
INTER-						
VIEWED						

It should be noted that TABLE VI does not take into account impairment of mental faculties. Despite the fact that such impairment was known to exist, the nature of the subject precluded obtaining information regarding it from the pupils themselves and no authoritative sources of material relating thereto, were available.

Since twenty-one, or over half of those interviewed, had some sort of visual defect at birth, problems attendant upon blindness were not so much rehabilitative as originally conditioning in nature. Even should we hold with the theory that less maladjustment is found among those blinded early than those losing their sight later in life, we might still question whether this hypothetical advantage might not be offset by other inherent weaknesses concomitant with blindness.

17. 11. 1957

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1944

[illegible]



None of those interviewed were of that fairly numerous company of the deaf-blind whose attendance has been known at the School for the blind and for whom statutory provision was made in 1935.<sup>1</sup> Four of the persons interviewed were Albinoes, two of whom were sisters. Three of the four exhibited marked nervous instability. One of these latter was unable to continue in the School because of her inability to adjust to an environment less protective than her home situation. Another experienced such difficulty in coping with the everyday problems of life, that hospitalization was finally necessary. The fourth, on the other hand, indicated no such instability but showed, rather, an unusual determination in overcoming the handicap of blindness.

The psychological connotations of physical defect at birth are more numerous and involved than can here be considered, but it should be noted that no adequate evaluation of such implications can be approximated without some attention to the meaning which such defects may have for the parents of a defective child. Feelings of guilt, of identification, of rejection all form part of an intricate complex of possible emotions far more fraught with injurious potentialities than the physical fact of blindness.

---

<sup>1</sup> Session Laws of Nebraska (Special), 1935; Ch. 32, pp. 191-3

Some of these include:

These results are consistent with the hypothesis that the observed effects are due to the presence of the  $\alpha$ -phase in the  $\beta$ -phase.

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and to exist, outside even while it was, according to

There is no doubt that the above-mentioned results are very important for the development of the theory of the structure of the nucleus.

Letter was mailed to applicant in the local business of her

and evidence was furnished as follows:

1. The first of these is the fact that the Commission has not yet received any information from the Government of the United Kingdom regarding the proposed amendments to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) which were adopted by the General Assembly of the United Nations in December 1979.

dealing with the everyday problems of life, that hospital-

...the ... ..

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The undersigned do hereby certify that the foregoing is a true and correct copy of the original as same appears from the records of said court.

The psychological conditions of physical

birds are also numerous and increased than can have in com-

Altered, but it should be noted that no adequate evaluation

...with more durable technology of our world-class line to

Time for the meeting which was held on 11th

to a further 100,000,000, and the world population will be 1,000,000,000.

of rejection all have left or are leaving the country.

Some of the problems in the area of

...continued to find evidence that the ...



### Age at Onset of Blindness and Amount of Vision

As shown in the preceding section, twenty-one of the pupils included in the study were totally or partially blind from birth. Partial blindness, in relation to this study, ranged from light perception up to that amount of useful vision which fell just short of being sufficient for obtaining an education in the common schools of the state. This latter amount would probably have approximated 20/200 (Snellen measurement) at least in the better eye. Few ophthalmological reports were available, but it seemed probable that few of these pupils had useful vision to that amount.

The study revealed that the totally blind or those with slight residual vision, experienced less difficulty in adjusting to the School program than did those with a fair amount of useful vision. Braille, for instance, was difficult and tedious for those whose vision, though seriously impaired, still permitted deciphering the dot formations with the eyes instead of with the fingers. This appears to have been rather general practice among those who could accomplish it, even though the process necessitated considerable strain on remaining eyesight. How much emotional blocking there may have been to acceptance of a study designed specifically for blind persons and peculiar





to them, could not be discovered, but it appeared to be the tendency to do everything with sight which could be "gotten away with".

Some persons with sufficient sight to observe their fellow pupils, expressed feelings of revulsion or pity occasioned by uncurbed "blindisms", such as wagging or shaking the head, sticking the fingers in the eyes or weaving the body to and fro. Various postural peculiarities annoyed or distressed these pupils, and feelings of disgust and superiority tended to build a wall of partition between those at the School who could see nothing, and those who, relative to the above mentioned points, could see too well.

The situation appears to have been similar to that of the mulatto who finds acceptance difficult in either group with which he has something in common. The pupil with considerable useful vision was not accepted by sighted children as sighted, nor by totally blind children as blind. There appears to have existed a stratification of the blind pupils according to levels of visual acuity, with the totally blind constituting the top stratum.

The partially sighted felt themselves penalized for having useful vision, by being reportedly required to take charge of totally blind individuals or groups on occasions of outdoor excursions as in the case of attendance at movies. Some felt their own difficulties to have been equal to those encountered by the totally blind, but the treatment and con-

the body was recovered, but it appeared to be  
the body of a man wearing with a hat which could be  
"taken away with".

with sufficient light to observe their

Below table, proposed changes to regulation on 4/19/12

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view to save out of the eye of the

See the next to and the. Various positive reactions

Estimated at \$100,000.00

Abstracts included in this review were identified by searching the following databases:

\_\_\_\_\_

Relative to the above mentioned criteria, could we not well

The situation appears to have been altered in that by

the value of the variable will be 100.

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Additional copies of this report are available for sale at the following prices:

as a whole, was not actually fitted to the data. There

before not to release livestock a further week or so.

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...the top of the...

The following information was obtained from the files of the FBI:

...the fact that the ...

... of total ...

outdoor exposure in the case of attendance at movies.

From this brief yet illuminating history of the book, we can see that it is a work of great importance and interest. It is a work that has been read and studied by many of the most prominent scholars of the time, and it is a work that has been praised for its clarity, its depth, and its originality. It is a work that has been a source of inspiration and guidance for many generations of students and scholars alike. It is a work that has been a cornerstone of the field of American literature, and it is a work that will continue to be read and studied for many years to come.

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sideration, both educational and social, received to have been discriminatingly unequal. These feelings would seem to bear upon the problem of providing such individualization of treatment as the varying problems and capacities inherent within so heterogeneous a group would seem to require.

Sixteen of the group, nine males and nine females, were totally blind. The onset of blindness for these and for the twenty-two who were partially blind is shown in TABLE VII. Officially observed, those blinded earlier in life, would have been shown in TABLE VII.

AGE AT ONSET OF PARTIAL AND TOTAL BLINDNESS

	TOTAL	Birth	Under 12 Months	1-4 Years	5-9 Years	10-14 Years	15-19 Years	20-24 Years	25-29 Years	30-34 Years	35-39 Years	40-44 Years
Total Number	40	21	4	6	1	1	0	2	0	1	2	2
Total Blindness	18	3	3	6	1	0	0	1	0	1	2	1
Partial Blindness	22	18	1	0	0	1	0	1	0	0	0	1

Four men and three women were blinded after the age of twenty-one and in all but one of these instances, the onset was sudden. Two of the women and one of the men appeared not

abandon, both emotional and mental, revealed to have been dissatisfied if not angry. These feelings would seem to have upon the problem of providing such individuals with an education as the primary problem and objective inherent within the determination of a great social service.

It is at the point, also, where the social service is not only able to meet the needs of the individual but also to provide the social service who were previously able to do so.

## TABLE VII

## TABLE VII

## TABLE VII: THE TOTAL DISPOSITION

Category	Male	Female	Total
Under 15	1	1	2
15-20	1	1	2
20-25	1	1	2
25-30	1	1	2
30-35	1	1	2
35-40	1	1	2
40-45	1	1	2
45-50	1	1	2
50-55	1	1	2
55-60	1	1	2
60-65	1	1	2
65-70	1	1	2
70-75	1	1	2
75-80	1	1	2
80-85	1	1	2
85-90	1	1	2
90-95	1	1	2
95-100	1	1	2
Total	10	10	20

There were not only some who were killed after the age of twenty-one and in all of these instances, the cause was sudden. Two of the women and one of the men appeared to



to have recovered fully from this shock. Although all four of the men were gainfully employed at the time they became blind, only one was contributing to his own support at the time of the study.

It is impossible to generalize as to the importance of the age at which blindness occurred, as that would tend to vary from individual to individual depending upon personal adaptive capacities and concurrent compensations or difficulties in the particular environment. As far as could be superficially observed, those blinded earlier in life, tended less to dramatize their situation and more to take blindness in their stride. If one learns to be blind by being blind those earlier deprived of sight had the edge of advantage.

### Cause of Blindness

The inquiry which occasioned the most resistance and subjectivity, was that relative to the cause of blindness. Some said frankly that they never liked to talk about that, while others felt that the fact that they were blind was the important thing and not how they "got that way".

TABLE VIII indicates the causes of blindness given by the pupils themselves, though some blindness attributed to causes connoting for them less stigma, was shown in School records to have been syphilitic or gonorrheal in origin.

to have returned this time. Always all  
 from the way and finally stopped at the time they  
 become fixed, only one was confined to the way and  
 of the time of the work.

It is impossible to generalize as to the importance  
 of the agent when the business is done, as that varies from  
 to very few instances in industrial organizations.  
 persons) active agencies and economic organizations  
 or distributed in the particular organizations. In fact, as  
 as to be especially concerned, those who are active in  
 this, pointed out to illustrate their position and have to  
 from themselves in their efforts. It was found that the  
 by each of the three agencies involved of eight and ten days  
 of advantage.

### Cause of Efficiency

The inquiry which concerned the most agencies and  
 negatively, was that relative to the cause of efficiency.  
 have said that they have been found to be in some cases  
 while others have said that they have been found to be in  
 interest in the fact that "the fact is".

There will indicate the cause of efficiency given by  
 the people themselves, though some differences existed  
 in cases concerning the fact that they were in  
 almost two-thirds of the cases of efficiency in

origin.



TABLE VIII

## DISTRIBUTION OF FORTY FORMER PUPILS INTERVIEWED, ACCORDING TO CAUSE OF BLINDNESS

Cause of Blindness	Number Blinded
TOTAL	40
Accident	2
Albinism	4
Atrophy of Optic Nerve	3
Birth Injury	1
Congenital	5
Congenital Cataracts	2
Congenital Syphilis	2
Crude Oil Poisoning	1
Diphtheria	1
General Breakdown	1
Glaucoma	2
Heredity	1
Infantile Paralysis	1
Influenza	2
Scarlet fever	2
Small pox	1
Trachoma	1
Ulcers	1
Unknown	2
Wrong medicine in eyes	4
Yellow Fever	1

Communicable disease, other than venereal, accounted for nine cases of blindness and nine more were attributed to congenital conditions. Three were accidental in nature, resulting in turn from the blow of a fist, an axe wound to the eye and poisoning due to fumes from crude oil encountered in work at railroad shops. It would seem that at least the blindness caused by "wrong medicine in eyes" could have

## TABLE VIII

CAUSES OF DEATH IN THE FIRST GROUP OF PATIENTS  
 (According to Cause of Death)

Number of Patients

Cause of Death

TOTAL	40
Accidents	2
Alcohol	2
Alcohol and Opium	2
Birth Injury	1
Cholera	1
Constitutional Diseases	2
Constitutional Diseases	2
Constitutional Diseases	2
Constitutional Diseases	2
Constitutional Diseases	2
General Brownism	1
Glaucoma	1
Heredity	1
Infectious Diseases	1
Influenza	2
Scarlet Fever	2
Small Pox	1
Tuberculosis	1
Vitamins	1
Unknown	2
Wrong Medicine in 1922	4
Yellow Fever	1

Communicable diseases, other than venereal, accounted for 10 cases of blindness and also were responsible for congenital conditions. There were accidental injuries, poisoning in two cases (one of a child, the other an adult) and poisoning in one case from arsenic. All patients had been in good health before the onset of blindness. The blindness was not of the "dry" type, but of the "wet" type, and was accompanied by inflammation of the eye.



been prevented. Blindness from ophthalmia neonatorum was also preventable.

The cause of blindness derived its importance not only from treatment possibilities and prognostic hopefulness but from the physical consideration of concomitant debilitating factors and the psychological consideration of the meaning of certain causes of blindness to the individuals.

Three persons experienced improvement in vision due to treatment. Others remained hopeful that medical science would yet discover remedial measures applicable in their situations. Such experiences and attitudes contributed constructively to the adjustment of those individuals in society. It was interesting also to note that the same comparative ease of adjustment was found among those by whom recovery or acquisition of any sight, was realized to be impossible. It was those others, not daring to hope for improvement, and not willing to accept the finality of blindness who found adjustments most difficult and made comparatively less progress socially and economically.

Difficulties in adjustment and retardation in progress were more frequent among those for whom blindness had resulted from physical illness which left other physical disabilities in its wake. The pupil, for instance, whose blindness followed infantile paralysis was left with the additional handicap of bodily crippling and deformity. The areas of causation, however, which showed the largest

been observed. However, the following comparison was

also presented.

The same in Japanese and the Japanese and only  
 the present investigation and previous investigations  
 from the physical comparison of conditions of living  
 factors and the psychological comparison of the results  
 of certain causes of blindness to the individuals.

These factors mentioned appeared in which was in  
 treatment. These factors appear that certain causes  
 would yet discover remedial measures applicable in their  
 blindness. Such experiments and studies conducted  
 experimentally in the subjects of these individuals in  
 study. It was expected also to find that the same  
 cooperative work of adjustment was found among them in some  
 respect of adaptation to eye sight, and trained to be  
 invisible. It was found that with it was the  
 adjustment, and not willing to accept the finality of  
 blindness and their adjustment was different and some  
 experimentally have progress actively and experimentally  
 individuals in adjustment and adaptation in progress  
 with their limited vision. From the same blindness and the  
 blind from physical illness which had been observed the  
 subjects in the case. The result, the blindness, was  
 blindness followed immediate patients was with the  
 adjustment, and not willing to accept the finality  
 the result of adjustment, however, which showed the largest



incidence of multiple physical or mental impairment, were those of congenital and hereditary blindness. Whether lack of physical stamina or presence of excessive nervous instability resulted from factors hereditary in origin and inherent in the genes, or whether the same complex of pressures which created or nurtured defect at a possible hereditary source, were responsible in any given instance for complicating the problem of blindness, cannot be estimated, but especially in relation to nervous instability the influence of at least hereditary predisposition, was evident. ~~And, finally, the meaning of blindness to the individual was found, in some cases, to be colored by the cause of the defect. These reactions were replete in some instances, with rationalization and compensatory thinking. To a few, blindness had become a sort of fetish before which they prostrated the sum total of their energies and expected their families to do likewise. Those persons were not of the group born blind. Blindness had come to them after they had established their way of life and accustomed themselves to it. The comprehensive change necessitated by blindness gave to the defect itself a significance denied it in the minds of those for whom it was a part of the beginning of life. Either deprived of opportunity to receive attention in other areas or deriving some emotional satisfaction from the power implications of dependence, these persons~~

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enclosed themselves within their blindness which soon came to serve as both armor and alibi, as a means of getting and as an excuse from working for it.

To others, syphilitic or gonorrheal origin of blindness intensified feelings of inferiority which might have assumed lesser proportions had their blindness been occasioned by accident or smallpox.

Whatever the cause of blindness was found to be, it appeared, considering the attitudes, accomplishments and ambitions of the various pupils, that though some casual factors tended to foster almost uniformly some degree of maladjustment or emotional trauma, the important matter as to whether that degree were large or small as well as what the practical end-result was in each case, varied from person to person depending upon other influences within the individual and his environment.

As a general statement, this world was in the hands of a limited class. The physical handicap imposed by blindness or rejecting parents, makes the blind child a vigorous but of physical principles, essentially subjected to sensory deprivation. He is born, and he grows, and he is born of a world of unresponsive stimulation.

It is this unresponsiveness and blindness, that leads to the feeling of isolation and the personality of the blind child. If they are victims of the disease, they contribute to the

...and ... ..  
... ..  
... ..

IN ORDER, APPLICANT BY GOVERNMENT WITNESS OF 1914-15  
 HAVE INTERVIEWED WITNESS AT UNIVERSITY OF TORONTO  
 AND HAVE BEEN ADVISED BY WITNESS THAT WITNESS  
 WITNESS BY WITNESS OF 1914-15

the individual and his environment.



## CHAPTER VI

### Pre-School History of Forty Former Pupils of the Nebraska School for the Blind - Family Background

#### Introduction

To the child born blind or blinded early in life, family background assumes even greater importance in the equipment with which he faces life, than it does for the sighted child. Every strength in the hereditary or environmental situations, tends to equalize the odds against a blind child; every weakness tends to increase them. It is imperative for the visually handicapped to draw constantly upon the finest resources within themselves and their family situations. If the resources in either case are meager, the difficulties encountered in adjusting adequately in a sighted society, are increased and intensified.

The blind child's family is often for a longer time and to a greater extent, his world than is the family of a sighted child. Too often, physical inactivity imposed by protective or rejecting parents, makes the blind child a figurative bit of plastic protoplasm, constantly subjected to narrow formative influences, unwholesome leniency and a dearth of constructive stimulation.

If family relationships are harmonious, they tend to foster harmony within the personality of the blind child; if they are blatant with discord, they contribute to person-

the school library at the former pupils of the  
 Federal School for the Blind - Family Background

### Introduction

To the child care field of blind and visually  
 handicapped children, the family background is the  
 most important factor in the child's life, and it is  
 the family background which determines the child's  
 physical, mental, and emotional development. The  
 family background is the child's first and most  
 important environment, and it is the family  
 background which determines the child's future.  
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 background which determines the child's future.



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 ality disorganization. If family resources are adequate, the child gathers strength and confidence from that area of adequacy; if inadequate, feelings of insecurity induced by blindness, feed at two powerful streams. On every side, the blind are helped or hampered mightily by influences generic to the family group.

We shall here consider six aspects of family background and influence: nationality, church affiliation, number and influence of siblings, occupation of the father, occupation of the mother and the pre-school financial status of the family.

### Nationality

TABLE IX

NATIONALITY OF PUPILS INTERVIEWED, BY COUNTRIES  
 OF BIRTH OF PARENTS OR GRANDPARENTS

National Extraction	TOTAL	America	Bohemia	Germany	Italy	Scotland	Sweden	Wales	Not Given
Number of Pupils	40	9	5	5	1	2	2	2	14

For a study made in peace-time, a surprising amount of resistance was encountered in regard to inquiry concerning nationality. Some said they did not know, others remarked

...the ... of ...

It will be considered six aspects of family work -

utility

XI LIST

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DATE 08-14-2010 BY 60322 UCBAW

NO. STAG	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	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that they saw no bearing the question could have upon the study, while still others changed the subject. This might seem to indicate that the subject of nationality had more than a casual meaning to at least some of the fourteen persons from whom replies were not available. It is difficult to evaluate what, if indeed any, bearing either nationality or the meaning of it to the individuals, has had upon their ability to adjust adequately to the School program and to life experience. This is especially true in view of the rural environment from which most of the subjects came. It is, however, possible that here in the great middle west where being an American is the norm about which sons and daughters of sod-house pioneers are particularly articulate, a deviation in the form of foreign-born ancestors, may be to the blind, another "difference", another threat to acceptance and security. If so, inclusion of it in the inquiry and consideration of its effects, are justified.

#### Church Affiliation

Nine denominations were found to be represented among those persons interviewed. Four persons had no religious affiliation and attended no church. The remaining thirty-six were distributed as shown in TABLE X.

that they are in reality the question which arises upon the  
 study, while still others consider the subject. This subject  
 seems to indicate that the subject of this subject is not  
 given a general meaning in at least some of the subjects.  
 persons from some regions were not available. It is difficult  
 with to examine this, it is not very, better than  
 possibility of the meaning of it in the following, has had  
 upon their ability to adjust themselves to the school pro-  
 gram and in this respect. This is especially true in  
 view of the fact that the subject of this subject is not  
 given. It is, however, possible that there is the great subject  
 need which being an indication of the subject which is  
 and changes of and those persons are particularly satis-  
 fact, a deviation in the case of foreign-born students,  
 may be in the field, another "difference", another time  
 to exception and severity. It is, however, of it in the  
 reality and consideration of its effects, are limited.

#### General Discussion

Some observations are found to be represented and  
 these persons interested. But persons had no relation  
 relation and showed no change. The relation ship  
 are now discussed as shown in Table 2.



TABLE X

## CHURCH AFFILIATION OF FORTY PUPILS INTERVIEWED

Denomination	Number of Persons
TOTAL, All Denominations	40
Baptist	4
Christian	2
Christian Science	1
Episcopal	1
Lutheran	5
Methodist	11
Presbyterian	4
Roman Catholic	7
Seventh Day Adventist	1
None	4

Three considerations occasioned inquiry regarding church affiliation: First, the importance of the church as a resource for social and business contacts, Second, church attendance as it may indicate adjustment to community life, and, Third, the therapeutic potentialities of church attendance for the alleviation of such feelings of inferiority, insecurity and inadequacy as tend to preclude adjustment on the level of the individual's actual capacities.

Since only seven of the persons were blinded in adult life, the pre-school experience of the majority covered the first few years of life when church attendance was not so much a matter of personal initiative or desire as of parental pressure or approval. Seventeen of the children born blind or blinded early in life attended church or Sunday

1

These findings have important implications for the design of training programs for the management of the elderly. First, the results suggest that the elderly are not a homogeneous group, and that the design of training programs should take into account the individual differences in cognitive and physical abilities. Second, the results suggest that the elderly are not necessarily less capable than younger adults, and that the design of training programs should focus on the specific skills and knowledge that are needed for the job. Third, the results suggest that the elderly are not necessarily less motivated than younger adults, and that the design of training programs should focus on the specific needs and interests of the elderly. Finally, the results suggest that the elderly are not necessarily less capable of learning than younger adults, and that the design of training programs should focus on the specific learning styles and preferences of the elderly.

Number of Denominations		Total, All Denominations	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50
51	51	51	51
52	52	52	52
53	53	53	53
54	54	54	54
55	55	55	55
56	56	56	56
57	57	57	57
58	58	58	58
59	59	59	59
60	60	60	60
61	61	61	61
62	62	62	62
63	63	63	63
64	64	64	64
65	65	65	65
66	66	66	66
67	67	67	67
68	68	68	68
69	69	69	69
70	70	70	70
71	71	71	71
72	72	72	72
73	73	73	73
74	74	74	74
75	75	75	75
76	76	76	76
77	77	77	77
78	78	78	78
79	79	79	79
80	80	80	80
81	81	81	81
82	82	82	82
83	83	83	83
84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

[illegible]



School, or both, at least occasionally. Others were unable to attend because of distance from church, lack of suitable clothing or reluctance of parents either to allow a blind child to undertake so precarious a venture, or to expose to public gaze and comment what they considered a personal disgrace.

Relative to the first consideration, that of social and business contacts, the latter was, of course, not at this point of concern to the majority; that is, to the thirty-three whose blindness came early in life. For the seven blinded in adult life, the possibility of employment opportunities through church contacts was less remote. Of these seven, four had active membership in a church. None found employment traceable to that source.

Social contacts were, in both groups, more productive of benefit. Of the adults, two found in the church group, their chief source of companionship; one received encouragement through that medium, to enter the School for the Blind.

Of the seventeen children who attended church or Sunday School, twelve had little other contact with the world outside their homes. For eight of these, association with the church was a happy one; for four it was not. The former found acceptance and security; the latter found pity, patronizing condescension or snubbing. The former eight found adjustment in the school group facilitated by previous group contacts at church; the latter found themselves con-





ditioned by one unhappy experience to be less accepting of another which might inflict a similar wound.

The second consideration, that of church attendance as indicative of adjustment to community life is closely related to the first in the situations under immediate consideration. The adjustment was, in thirty-three instances, not a personal one, but that of parents or other relatives. Even as such, its influence upon the blind child's equipment to adjust in a seeing world, was great. Each interest which the family had in common with its neighbors, meant for the child, a little area of needed acceptance. If, on the other hand, his family was "different" from the neighbors and did not follow their Sunday custom of church-going, the child, sensitive to community pressure and conscious of it is more even at an early age, may have found a second barrier to normal human relationships. Two barriers are harder to surmount than one. The findings of this study indicated just such reaction on the part of some of the children whose families had no church contacts.

For the seven adults, community adjustment as indicated by church attendance was a more personal matter. It could not be expected that the individual would take more part in community activities after the occurrence of blindness than before, therefore the adjustment prior to its onset would tend to indicate what the optimum adjustment capacity of the individual might be after blindness. Of course it is

difficult by one who has experienced to be less successful of  
another which which which a similar result.

The second consideration, that of other influences

as indicative of adjustment to community life is clearly

reflected in the first in the situation which involves con-

ditions. The adjustment was, in thirty-three instances,

not a personal one, but that of parents or other relatives.

Even as such, the influence upon the child's adjust-

ment to adjust in a social world was great. This influence

which the family had is shown with the following, which

for the child, a little over of social adjustment. It is

the other hand, the family was "different" from the other

fact and the fact that the child was not of the same

the child, relative to community; parents and relatives at

the more than of the child's life, may have found a second

factor in social adjustment. Two parents are

likely to be more than one. The findings of this study

indicated that such reaction to the fact of the

condition these families had no social influence.

For the same child, community adjustment is indicated

by other influences was a more personal matter. It could

not be expected that the individual would have been

in community adjustment after the presence of influence

that before, therefore the adjustment was in the

which fact to indicate that the individual adjustment

of the individual might be after influence. Of course it is



realized that in a consideration of this sort, proof of the original premise might be required for it is interesting to note that there are those who postulate quite a different view than is here taken and hold that church attendance does not indicate adjustment within a community. Our consideration, however, is of the Church as a major institution within the community and as such, its importance cannot be denied. The fact, therefore, that four out of seven blind adults had been active in church attendance and activities, may be considered valid evidence of a degree of participation in community life which augured well for later adjustments.

The third consideration, and one personal to each pupil, is difficult to evaluate. It is certain that more than one must have shared the feeling of the person who when interviewed for this study, said: "Going to church meant more to me as a blind child than anything I can remember. It didn't matter to God that I was blind --- I was His child. And I could see God as well as anyone could!"

Since every area in which the child feels secure and accepted, gives him courage to venture into new fields of endeavor and contact, the influence of church attendance was beneficial.

#### Father's Occupation

While blindness comes to the child of the banker and beggar alike, to the farmer's child in an isolated rural area and to the laborer's child in crowded urban quarters, the





problems it presents for each are increased by the pressures of certain environments and decreased by those in others. Parental occupation is one of the unequal factors which make adjustment to blindness an individual matter. It is one of those things which determine social status; and social status, important as it is to the sighted, is more so to the blind who, in every area of their lives, must overcompete.

Parental occupation is a major determinant of environment. A farmer's child living miles from another habitation, often finds it more difficult to accustom himself to the necessity for considering others and for modifying his way of life to allow for the introduction of programs designed for a group. On the other hand, the child may be allowed more freedom of physical action; there are open spaces of sufficient size where he may roam without harm, or he may venture into the road with his dog or baby brother without danger of injury from a speeding car. His diet may contain more of the vitamins which make for a sound body and a sound mind and, if useful vision remains, for the retention of that precious fragment.

Whether the latter benefits or the former disadvantages follow from rural living necessitated by the father's occupation as a farmer cannot be determined on the occupational basis alone. The father's occupation is a contributing, not a deciding, factor.

The same is true for urban occupations and environments.

of that previous fragment.

Further the latter benefits on the former misadventures follow from rural living necessitated by the latter's mode of action as a farmer cannot be stationed on the battlefield, but the latter's association is a constructive, not a debilitating, factor.

The same is true for other countries and civilizations.



Living in crowded rooms urgently in need of air, sordid with distress and dilapidation, filled with the irritations of too much proximity, the blind child has small opportunity for stimulation conducive of physical and mental activity and for the expression of abilities which may remain forever latent. He is not safe in the street, for too often his parents have been either too occupied with the sordid business of living, too weary from the mechanics of earning a subsistence wage to introduce him to the intricacies of traffic and ways to cope with it, or have assumed that a blind child's room is his world and have let it go at that. We shall observe in a later chapter, the situation of a boy who, except for a brief period at the School for the Blind some fourteen years previous to the study, had not been known to have left his home.

On the other hand, an urban environment may allow for more ready access to medical care. Such preventive or remedial measures as may be indicated in individual situations can then be applied, for it must be remembered that many of those attending the School for the Blind retain some vision. Opportunity for participation in group activity, while limited at best for the blind child especially in the past, is more abundant in urban areas.

Even more directly affecting the child, is the occupation itself. If it affords opportunity for apprenticeship, or employment after graduation from school, the child is





fortunate. If the father's equipment for his work includes skills which he may teach his son, there is an edge of advantage to be gained. If the father is a farmer, the child may find on the parental farm, a field of usefulness and source of self-support; cows are not allergic to the ministrations of the blind. If, on the other hand, the father is a railway engineer where only the sharpest eyesight is of use, the child has not paternal foot steps in which to follow and no light of paternal experience to guide him on his way.

Fathers of the forty persons interviewed were engaged in sixteen different occupations as shown in TABLE XI.

TABLE XI

OCCUPATION OF FATHERS DURING PRE-SCHOOL  
LIFE OF FORTY PUPILS INTERVIEWED

Occupations	Number of Persons
TOTAL	40
Bricklayer	1
Carpenter	4
Dairyman	1
Farmer	8
Groceryman	1
Laborer	4
Mason	2
Mechanic	1
Night Watchman	1
Packing House worker	2
Painter	1
Piano Tuner	1
Railroad employee	4
Steamfitter	2
Transfer employee	1
Dead	1
Unknown	5





At the time of the study, none of the people interviewed were engaged in occupations followed by their fathers. Two had at some time worked with their fathers, whose subsequent deaths left them unemployed, one for a short time, the other for several years preceding the study.

Some spoke of their father's occupation with pride; it was a fine thing to work for the railroad; to be a mason required skill. Others mumbled that their father was a laborer, or a "sort of carpenter". Having a farmer father meant different things to different people; to one it meant an early chance to move and act independently, to have space and clean air and be free from noise; to another it meant the heavy smell of barns and an eternal little pig getting under foot with intent to trip. To one it meant having something to tie to, for she was "Old Man So and So's daughter" and he'd owned his farm since anybody could remember, while to another it meant a constant fear of losing something, for the farm was always in debt.

These feelings are influences which elude measurement, yet their importance in the life of a child is great. That experiences relative to paternal occupation had an unpleasant feeling tone for fully half of the subjects can, however, definitely be said to indicate one thing: that blindness was not the only problem of the pre-school years.

At the time of the attack, however, the people were  
almost were engaged in a struggle to defend their  
country. The fact that the people were engaged in a  
struggle to defend their country, however, was not a  
new thing, for the people had been engaged in a struggle  
for many years. The people had been engaged in a struggle  
for many years, and the fact that they were engaged in a  
struggle for many years was not a new thing. The people  
had been engaged in a struggle for many years, and the fact  
that they were engaged in a struggle for many years was not  
a new thing. The people had been engaged in a struggle for  
many years, and the fact that they were engaged in a struggle  
for many years was not a new thing. The people had been  
engaged in a struggle for many years, and the fact that they  
were engaged in a struggle for many years was not a new thing.



### Mother's Occupation

Of the mothers of the forty pupils studied, four had work which took them out of the home, two worked in the home, one as a laundress and the other as a practical nurse in charge of a nursing home. Of the four who worked outside the home, one was a stenographer, one a charwoman, one a maid and the fourth clerked in a department store.

Only the child of the "washwoman" felt that it mattered that her mother worked. Her feeling was not that the family had lost caste because the mother worked, nor had the type of work occasioned embarrassment. Rather, it was resentment toward the father for earning so little that it was necessary for his salary to be supplemented. It was, therefore, the unpleasant tangle of family relationships that mattered.

On the whole, the mothers' occupations appear to have had little effect upon the adjustment equipment of the subjects.

### Siblings

How many children there are in a family matters, of course, less than what the relationships between them are, how elastic the family budget may be and a whole host of things which could never be measured nor tabulated. But whether it matters less or more, the fact remains that it does matter; in what way or ways would depend upon other

Robert's Learning

At the request of the study pupils studied, four had  
 with them took the end of the home, two worked in the  
 room, and as a teacher and his school as a practical course  
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factors in the particular situation. No generalization is possible.

For a blind child, being an only child may mean coddling, over-protection, the constant presence of inhibiting solicitude; or it may mean under-stimulation, physical and mental lethargy, loneliness. To a blind child whose world is peopled with the voices around him, the more voice-persons in his immediate world, the richer the background he brings to formal education and later to life adjustment. A sighted child can look out of the window and see the people passing across the street, he can see neighbors at work in their gardens and others hanging out clothes. These he sees though he may hear nothing that they say. But the blind child has no large world of people seen across the street; he must depend upon those articulate things near at hand. Brothers and sisters are media through which the outside world gains meaning. Then, too, the give-and-take in homes where there is more than one to share the little or the lot the family has, furnishes constructive preparation for adjustment to school life later on. But instances exist where the sighted members of the family group figuratively join hands in a circle that shuts the blind child out. He is resented, he is ignored. Since being ignored by two is more painful than being ignored by one, the more siblings in such a family group, the greater the feelings of insecurity, inferiority and isolation will

is possible.

...being an only child may mean

...the constant presence of in-

may mean under-estimation

WILLIAM H. HARRIS, JR., President, Harris Bros. Company

From 1977, the Centre received 100,000 kg of waste annually.

voice-persons in his immediate world, the time of the war.

Special Agent in Charge, Federal Bureau of Investigation, Washington, D.C.

The whole lot is the best one I have ever seen, and I am sure it is the best one in the world.

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED

For related studies see Anderson, 1981; and 1982.

Abstract: There is some discussion in the literature that the

1995. *Journal of the American Medical Association* 273: 1033-1038.

evaluating each new model with the set of criteria

It is not clear if the authors intended to suggest that the results of the study are generalizable to other populations. The authors did not discuss the limitations of the study or the potential for bias.

...the results were as follows:

and-falls in houses where there is only one or a few TVs

11/11/1978 - 11/11/1979

unavailable for release to the public.

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each individual's job is to make the most of the situation.

[illegible]

of 24,000,000 miles and 24,000,000 miles of 24,000,000 miles

THESE ARE THE RESULTS OF THE STUDY.

File attached how individual, present is updated and



be for the blind child.

Sometimes all members of a family group of four or six are blind and the situation has its compensations, for they tend to help each other. Blindness does not seem so isolated an ill. Instead of being the only blind child in perhaps the whole town or countryside, the individual is not alone even in his own family. This mitigates the adverse effects which accrue from a common feeling of being "different".

Six of the pupils studied had no brother or sister. One had eleven. The others ranged between the two extremes as shown in TABLE XII.

TABLE XII

NUMBER OF SIBLINGS OF FORTY PERSONS INTERVIEWED

Number of Siblings	Number of Persons	Total Siblings
TOTAL	40	114
0	6	0
1	8	8
2	6	12
3	8	24
4	4	16
5	2	10
6	4	24
7	0	0
8	0	0
9	1	9
10	0	0
11	1	11

be the same thing.

Sometimes all members of a family group of four or

five are killed and the situation has its compensations.

For that fact is half what others. Differences does not seem

or isolated as all. Instead of being the only thing which

is perhaps the whole town or municipality, the individual is

not alone even in his own family. This makes the

adverse effects which appear from a common feeling of

being "different".

Six of the families studied had no brother or sister.

was last eleven. The others ranged between the two extremes

as shown in Table XII.

TABLE XII

NUMBER OF SIBLINGS BY FAMILY (NUMBER OF SIBLINGS)

Number of Siblings		Number of Families		Total Siblings	
0	1	40	114		
1	2	8	0		
2	3	8	8		
3	4	8	12		
4	5	4	24		
5	6	2	10		
6	7	1	14		
7	8	0	0		
8	9	0	0		
9	10	1	0		
10	11	1	11		



It is interesting to note that fifty percent, or twenty persons, had no more than two siblings, while seventy percent, or twenty-eight persons, had no more than three. The average for the group was slightly under three. These persons did not, therefore, come from large families where the daily bread had to be broken many ways. However, as we shall see in our consideration of the financial status of the families, this is not to be taken to indicate that the small number per family meant adequate nourishment for each child. It merely means, relative to this study, that things were not as bad as they could have been had each family had more children to share the scanty "all" which was the routine portion in most homes.

Six had brothers or sisters who were blind, and at least three had blind mothers. The study seemed to indicate that the incidence of other blindness in the family served as a positive factor in the adjustment of the individuals to the problems attendant upon blindness. Whether wisdom and skill in parrying with obstacles had come out of a pool of family experience, or whether the fact that it was shared, made blindness assume less gigantic proportions, is not known, but these persons had excellent common sense about the business of being blind. Most of them were clear on the point that but for the accident of blindness, they were quite like other people.

Six were living with brothers or sisters at the time

It is interesting to note that fifty percent of  
these cases, and as much as one-third, were  
actually persons of foreign birth, and in some cases  
born. The average for the group was slightly under three.  
These persons did not, however, come from large families  
since the daily nurse had to be present every day. However,  
as we shall see in our consideration of the individual cases  
of the families, this is not the case in all instances and  
the daily nurse for family cases was not necessarily  
even paid. In many cases, relatives in the home, or  
other persons who had an opportunity to see the child  
daily had been called to nurse the baby "all" cases  
was the routine portion in most homes.

His was probably the oldest and was blind, and as  
such, there was little chance. The child seemed to im-  
prove that the tendency of other children in the family  
seemed as a positive factor in the adjustment of the  
child. As for the previous situation upon admission,  
nothing special was noted in nursing with children and  
even out of a host of daily experience, or other the fact  
that it was noted, that children seemed to be  
independent, in fact, and these persons had excellent  
knowledge about the tendency of being blind. Most of  
the cases also on the point that for the majority of  
children, they were given the same type of  
his was living with mother as stated in the line



the study was made. In all but one instance, these siblings had no visual defect and were helping in some way in the care and support of their blind brothers or sisters.

On the whole, especially among the younger pupils interviewed, there had been a normal give-and-take between blind and sighted siblings. The withdrawal of two of the group from the School for the Blind was, in large measure, occasioned by their feeling that sighted siblings had educational advantages they were not getting. It seemed perfectly natural for those blind children to consider themselves capable of profiting by supposed advantages in their sibling's school situation. That the change was successfully made, augurs well for future adjustments.

Sibling relationships appeared from this study to have offered little difficulty and to have fostered, rather than hindered, progress during the pre-school and later years.

#### Financial Status of Family

To the blind and sighted alike, financial status is a factor of prime importance. Poverty often taxes to the limit the adaptive capacities of either, but to the blind, already confronted with major adjustments which must be made, economic insecurity can well be the fateful straw destined to break the camel's back. Contrawise, absence of economic pressures may make possible such full and unhindered use of all available human energies as is demanded by

The study was made in all the new laboratories, these studies  
 had no special interest and were confined to some way to the  
 state and support of their own business or interests.  
 On the whole, especially among the younger people there  
 seemed, there had been a narrow, five-and-dime business class  
 and slight change. The wide-spread of fear of the group  
 from the school for the first time, in large numbers,  
 occasioned by their feeling that slight change was coming  
 their advantage that were not feeling. It seemed that  
 their nature for these things which to recognize them  
 before capable of pointing up various advantages in their  
 slighter school situation. That the change was especially  
 made, seems well for future adjustments.

Little relationships appeared from this group in the  
 related little difficulty and in some forgotten, rather  
 from continued, progress during the experimental and later years.

#### Financial aspects of study

To the first and slight change, financial aspects in  
 a factor in their interests. For every other factor in the  
 first the relative importance of study, just to the first,  
 already continued with some adjustments which may be  
 made, essential intensity and will be the latter's view  
 decided as much as the child's will. Unintended, however, of  
 economic pressure not with financial work but and change  
 even use of all available means available as in common use



problems more immediately concerned with blindness, itself, is legitimacy and its standing. As I

There are two aspects of financial status which require some consideration here; the physical and the psychological.

Since, as shown in TABLE XIII, the majority of the pupils interviewed were from the low income group, it is legitimate to take what might otherwise seem, a negative approach. The physical implications of poverty are legion and serious. Economies, first applied to the less essential things of life, encroach farther and farther into the vital areas of bread-and-butter, of warm clothing and dry shelter. They preclude medical care and a dental check-up occasioned by anything short of a viciously throbbing tooth becomes unthinkable.

For a sighted child, these things are serious; for a blind child the dangers are a hundred-fold increased. As we have noted, many of the children attending the School for the Blind retain some useful vision. The optimum physical well-being is essential for maximum use of this visual residue; it is essential in many cases for its retention. It is difficult for those with normal visual acuity, to comprehend what saving the smallest particle of eyesight can mean to a visually handicapped child.

Whether a child has little or no vision, other physical problems follow from inadequate family income. On every

provision have been made for the purpose of the law.

There are two aspects of the problem which are

of great importance, namely the question of the law

itself.

Since, as shown in Table III, the majority of the

people of the country are from the low income group, it is

important to have laws which might be expected to

improve the position of the people of the country.

and various measures, which applied to the low income

groups of the population, have been taken into account.

These measures, which are of great importance, are

the provision of a minimum wage, the provision of a

minimum wage, the provision of a minimum wage, the

provision of a minimum wage.

For a number of years, the minimum wage has been

fixed at the level of a minimum wage, the minimum

has been fixed, and the minimum wage has been

fixed at the level of a minimum wage, the minimum

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hand, the blind child is confronted with situations which tax his ingenuity and his stamina. He is deprived of that sense through which over eighty percent of all impressions come; he must substitute the combined alertness of his remaining senses. Upon the sensitivity and accuracy of these substitute receivers may depend his very life. These substitute senses do not become more acute because the need for their services increases; rather is the need for utilizing them to the utmost of their receptive capacities, vastly increased. Physical and mental health are essential to meet that need. Fatigue resulting from hunger, dulls the senses, retards physical and mental responses to external stimuli and lowers the threshold to disease.

Under conditions of malnutrition, impressions received by a blind child are blurred, incoherent, confused. Hence, he who must depend upon his memory more than upon any other faculty he possesses, is defeated at the outset, for a tired memory is charged with the retention of a vague and meaningless jumble which will never assume intelligible form or content. A keen and disciplined memory is of prime importance to the blind and any impairment of its functioning seriously hinders the blind individual in adjusting himself to a seeing world.

The blind, of necessity, live at a high tension. The most basic drive of man, self-preservation, keeps the blind keyed to taut awareness of minute details of sound and

hand, the blind child is acquainted with all kinds of things  
 and his imagination is his strength. He is deprived of that  
 sense through which over sixty percent of all impressions  
 must be made available to the conscious mind.

From the sensitivity and accuracy of  
 these children's perceptions and actions it is that these  
 children receive the most rapid and accurate knowledge and that  
 the blind children themselves rather than the sight for

education them to the power of their sensitive perception,  
 nearly instinctive. Physical and mental health are essential  
 to most blind people. Before reaching five months, little

the mother, father, physical and mental responses to external  
 stimuli and toward the physical to disease.

Other conditions of education, impression received  
 by a blind child are limited, however, confused, false,  
 and are not taken upon the memory and then upon the  
 faculty of perception, is delayed at the other, for a blind  
 memory is always with the retention of a vague and meaning-

less knowledge which will never assume intelligence form or  
 content. A poor and disorganized memory is of little importance  
 as the blind and any impairment of the intellectual capacity  
 renders the blind individual in adjusting himself to a

new world.  
 The blind, or partially, live in a dark tunnel. The  
 most basic drive of man, self-preservation, forces the blind  
 child to find answers to various details of sound and



pressure, of smell ~~and feel~~ and object impact that the sighted can ignore. In the maintenance of this intensive receptive concentration, tremendous nervous energy is expended. The normal energies of the physically fit are taxed to the utmost; the situation of the ill or under-nourished is not difficult to imagine.

Financial insufficiency works havoc not only in physical but in psychological areas of the individual's life. We have already noted that social status is important to blind and sighted alike. Social status often rests on economic factors. To a blind person, acceptance is important. Without it, all his feelings of inadequacy, of inferiority, of futility inhibit him at every turn. These feelings are the harvest of much sowing by many hands: the protective parent, the taunting playmate, the patronizing public and the employer whose name is Legion, who sees him as only a pair of blind eyes and is impervious to any capabilities he may have. Each instance of rebuff increases the need to be accepted, to be recognized as a person of worth, as a person who, in some significant area of experience, is adequate. If, therefore, the blind person is poor, if neither he nor his family are accepted in the community as people of worth and standing, adjustment on various subsequent levels of experience will be difficult. On the other hand, of course, if the family income is sufficient to give the family even a small measure of

possessors, of small and ~~small~~ and object impact that the  
 stated and known. In the knowledge of this knowledge  
 negative consideration, however, it is  
 expanded. The normal examples of the knowledge of the  
 based on the object: the object of the 111 or under-  
 considered is not difficult to imagine.

Physical knowledge, however, is not only in  
 physical but in psychological areas of the knowledge  
 life. It is not always clear that what is important  
 to him is what is known. What is known is important  
 knowledge, on a different basis, knowledge is impor-  
 tant. Without it, all his feelings of knowledge, of  
 intensity, or knowledge of his at every level. These  
 feelings are the basis of what we call the mind. The  
 cognitive basis, the cognitive basis, the cognitive  
 basis and the object of what is known, and then his  
 at only a level of what is known and is important to him  
 cognitive as well as. Each instance of what is known  
 the mind is to be known, it is considered as a basis of  
 with, as a basis of, in some significant area of  
 experience, as knowledge. It is known, the mind between  
 is known, it is known in his mind is known in the  
 community as people of what is known, adjustment in  
 various adjustment levels of knowledge and in knowledge  
 on the other hand, of course, it is known in the  
 relation to give the mind a small amount of



prestige in the neighborhood or town, the feeling of inadequacy occasioned by society's attitude toward blindness, tends to be neutralized.

A child who might have surmounted the limitations imposed upon him by blindness, may be unable to cope with the additional handicap of poverty and seek to escape the painful reality of both by withdrawing into seclusion and inactivity.

The whole business of what caused the poverty in the first place, brings up considerations which cannot but affect the life and adjustment of the blind person to some degree. Will factors which made the sighted father incapable of earning an income sufficient for his family's needs, preclude the attainment of self-support by the blind son? Are there weaknesses inherent in the family make-up which will hinder the blind child from becoming a useful citizen? Has low intellectual capacity of the parents kept the family at a low economic level -- and will the mental ability of the child make school progress difficult? These are considerations of vital importance, but ones about which no conclusions can be assumed. It would seem probable that adequate physical and psychological examinations would render these considerations somewhat less matters of conjecture.

The four arbitrary classifications used in Table XIII,

resulting in the development of new, the feeling of

involuntary submission by society's general forces

ultimately, tends to be neutralized.

A little more might have been said about the limitations

imposed upon this by the material, say the limits in space with

the material quantity of poverty and how the needs the

material reality of being by withdrawing into wealthier and

inactivity.

The whole business of what makes the poverty of the

life of the, which is a disadvantage with which the

attends the life and adjustment of the social system in some

degree. The latter which have the slight but some

sort of feeling as human relations for the latter's needs,

system, the system of which is the latter's

the latter's system, the latter's the latter's

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are defined as follows: "Good" indicates families in which a steady income made possible expenditures necessary for physical and mental health, "Fair" indicates families in which moderate or spasmodic income necessitated economies in areas where physical or mental health were involved, as in selection of food, allowance for normal outside activities and adequate medical and dental service. "Poor" indicates families where income was meager, where inexpensive food with low vitamin content was the rule, where only emergent situations occasioned medical service and where financial worries precluded peace of mind. "Very Poor" indicates families where outside aid was at times necessary, not always in the form of organized "relief" but of some kind from some source. Their lives were bounded by rigid economies, their homes were shabby, their clothing limited, their food scanty.

It is realized that these groupings are arbitrary and are only approximations. Statistical material on the subject was difficult to obtain nor could the interviewer draw first-hand conclusions, as few lived, at the time of the study, in homes from which they had entered the School. How conditioned replies, in some instances, may have been by family pride, wishful thinking or a compensatory need for family status, cannot be judged. It would appear, however, that there was little of any of these as many persons said they had been poor; there had been financial





struggles since they could remember.

What is of interest is that, judging as best we may under the circumstances, only fifteen percent or six persons belonged to families where incomes had been sufficient to meet ordinary needs on a long-time basis.

TABLE XIII

PRE-SCHOOL FINANCIAL STATUS OF FAMILIES  
OF FORTY PUPILS INTERVIEWED

	TOTAL	Good	Fair	Poor	Very Poor
Number of Families	40	6	10	16	8

It is, therefore, evident that blindness was not the only problem which confronted most of the pupils during pre-school days.

[illegible]

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SHILLON W. STAYE JAILHOUSE BOOKS-487  
CHALMERS ALLEN STAYE JR.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

only species which occurred near the water during  
the summer days.



## CHAPTER VII

School History of Forty Pupils of the Nebraska  
School for the Blind -- Entrance, Attendance  
and DepartureIntroduction

Pupils included in this study, entered the Nebraska School for the Blind over a period of forty-eight years. Their school attendance covered a period of fifty years. In period of time, their experiences represent an adequate cross-section of the institution's history. Considerations of this chapter are largely statistical and deal with the school experience of those forty pupils from whose experiences, conclusions of this study were drawn.

School History Prior to Entering  
the School for the Blind

Of the forty pupils studied, seven had lost their sight after the age of twenty-one and, though none of them had finished the eighth grade, their formal schooling had been concluded before the onset of blindness.

An additional eighteen pupils attended other schools prior to admission to the School for the Blind. This is interesting in view of the fact that thirty-one or three-fourths of the forty were either totally blind or otherwise visually defective before the age of six, the usual age for entering school.

The children were all under the age of eight at the

# CHAPTER VII

School History of Forty Pupils of the Nobles  
School for the Blind -- Entrance, Attendance  
and Departure

## Introduction

Pupils included in this study, entered the Nobles  
School for the Blind over a period of forty-eight years.  
Their school attendance covered a period of fifty years.  
In most of them, their educational progress was adequate  
completion of the Institution's history. Unusually  
of this chapter are largely exceptional and deal with the  
school experience of those forty pupils from whose experiences,  
conclusions of this study were drawn.

## School History Prior to Entering the School for the Blind

Of the forty pupils included, seven had been blind  
since birth the age of twenty-one and, twenty-nine of  
them had finished the eighth grade, their formal schooling  
had been completed before the onset of blindness.  
An additional eleven pupils attended some schools  
prior to admission to the school for the blind. This is  
interesting in view of the fact that fifty-one of three-  
fourths of the forty were blind before the age of three-  
fourths of the forty were blind before the age of three,  
the usual minimum before the age of three, the usual  
age for entering school.

The children were all under the age of eight at the



time of entering other schools than the School for the Blind; three were five, fourteen were six and eight were seven. They entered both rural

TABLE XIV

NUMBER OF YEARS TWENTY-FIVE PUPILS  
ATTENDED SCHOOL PRIOR TO ADMISSION  
TO THE SCHOOL FOR THE BLIND

TOTAL Pupils	Number of Years Attended								
	1	2	3	5	6	7	8	12	Unknown
25	5	4	2	2	2	3	4	1	2

and urban schools in and out of Nebraska. Seventeen attended public schools in Nebraska, ten attending urban schools, seven, rural. Eight, four in urban and four in rural, attended public schools in other states. As shown in TABLE XIV, these pupils attended school for from one to twelve years prior to admission to School for the Blind. eliminating the seven pupils, blinded in adult life, the average number of years spent by the remaining eighteen pupils in sighted schools, was four.

TABLE XV shows persons advising or effecting change from sighted schools to the School for the Blind for the eighteen minor pupils.

also at several other schools than the school for the blind. These were five, thirteen were six and eight were seven. They carried with them

TABLE XIV

NUMBER OF STUDENTS TWENTY-FIVE MONTHS  
ATTENDED SCHOOL PRIOR TO ADMISSION  
TO THE SCHOOL FOR THE BLIND

TOTAL TABLE	NUMBER OF STUDENTS ATTENDING									
	1	2	3	4	5	6	7	8	9	10
25	1	1	1	1	1	1	1	1	1	1

and other schools in and out of the State. Between August and September in August, ten attending other schools, seven, eight, ten to fifteen months in school, attended while schools in other States. As shown in Table XIV, these pupils attended school for two or three years prior to admission to school for the blind. The average number of years which the pupils attended school prior to admission to school for the blind was 1.5 years. The average number of years which the pupils attended school prior to admission to school for the blind was 1.5 years. The average number of years which the pupils attended school prior to admission to school for the blind was 1.5 years.



TABLE XV

PERSONS RESPONSIBLE FOR REMOVAL OF EIGHTEEN PUPILS  
FROM SIGHTED SCHOOLS TO SCHOOL FOR THE BLIND

Pupil Himself	Parents	Priest	Teacher	Juvenile	Doctor
1	2	1	1	4	9

The four children for whom change to the School for the Blind was effected by the Juvenile Court, had come under the Court's supervision subsequent to the death of one or both parents and their own consequent dependency. The pupil deciding upon the change for himself, was eager to learn Braille in order to keep up with reading he was unable to do otherwise. In both cases where parents arranged the change to the School for the Blind, the reason was economic; both families were very poor and maintenance for at least one child in the family for a nine month period yearly was a matter of economic importance. Doctors recommended changes for three reasons: first, in order to prevent damage to remaining eyesight by undue strain in sighted schools, second, because the prognosis in individual cases seemed poor and the training provided by the School for the Blind seemed best fitted for the child's eventual needs, and third, in order to prevent physical or emotional stress which competition with sighted pupils might occasion. In the instance noted in TABLE XV, the teacher advised





parents that the child's vision was too defective to allow for progress in sighted classes. The priest recommending change did so on the basis of fitting the child to meet his particular handicap in later life. Academic progress, so far as may be judged from yearly promotions, was normal.

### Admission to the School for the Blind

#### Persons by Whom Entrance was Suggested

TABLE XVI shows the persons by whom entrance to the School for the Blind was suggested. This TABLE includes and supplements material of TABLE XV, which covered only those pupils who had attended other schools prior to application for admission to the school for the Blind. It gives, therefore, a total picture of influences leading to application for admission to the School by all members of the group of forty.

TABLE XVI

#### PERSONS BY WHOM APPLICATION FOR ADMISSION TO SCHOOL FOR THE BLIND WAS SUGGESTED

Person or Agency Suggesting School	Number	Person or Agency Suggesting School	Number
TOTAL	40	Relatives, not parents	1
Doctor	12	Rotary Club	1
Friend	4	Self or one's judgment	4
Juvenile Court	4	Social Agency	3
Parents	7	Unknown to school	1
Pastor or Priest	3		





Nine instances were noted in TABLE XV of withdrawal from sighted public schools being recommended by doctors who also suggested application for admission to the School for the Blind. The remaining three instances of application for admission due to doctor's recommendation were in cases of children blinded early, for whom admission to the School was the only plan considered.

Juvenile Court recommendations followed the taking over by that agency of supervision of children left dependent by the death of one or both parents.

Two Protestant pastors recommended training in the School for adults whose blindness had occurred late in life and who were depressed or embittered and in need of rehabilitation. A Roman Catholic priest suggested that the blind child of a widowed parishioner be placed in the School in order that he be fitted to assume the maximum of self-support in later life.

The Rotary Club in Nebraska City arranged for admission for a child in whom they had become interested through one of the club members. This club and later, the Lion's Club, supplied the child with clothing and transportation.

Recommendations for application to the School were made by three agency workers, one, a field agent at one time employed by the state with duties including oversight of the blind, one a member of the staff of the Department of Vocational Rehabilitation under the State Division of

These instances were among the most serious.

At the same time, the school was not without its successes. The teachers were also encouraged by the fact that the school was not without its successes. The teachers were also encouraged by the fact that the school was not without its successes. The teachers were also encouraged by the fact that the school was not without its successes.

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The school was not without its successes.



Vocational Education and one, the representative of a city relief agency.

Parents, relatives and the pupils themselves sponsored application for admission by the remaining pupils, with the exception of one who did not know by whom entrance to the School had been suggested.

It is probable that a large number of recommendations relative to application for admission to the School, resulted from a variety of indirect influences; that the person to whom suggestion is attributed in TABLE XVII was not the sole source of recommendation, especially in cases where parents or the pupils themselves are cited as responsible for initiating such applications.

## Year of Admission

TABLE XVII shows distribution of the forty pupils according to the year they entered the Nebraska School for the Blind.

Technical Division and the representative of a

the relief agency.

Technical, Technical and the Public Services agencies

application for admission of the remaining pupils, with the

admission of the new and some of them students in the

school has been completed.

It is possible that a large number of recommendations

relative to application for admission to the school.

received from a variety of sources including the

parent in some instances is anticipated in 1911 and

with the same source of recommendation, especially in cases

where reports on the pupils' progress are given as follows

also the individual such applications.

### Year of admission

Table VII shows the number of the year of admission

according to the year of admission and the number of pupils

the school.



TABLE XVII

## ADMISSION OF FORTY PUPILS STUDIED, BY YEARS: 1890-1937

Year	Number Admitted	Year	Number Admitted
<b>TOTAL, All Years 40</b>			
1890	1	1920	4
1891	2	1921	2
1892	1	1927	2
1897	1	1928	3
1898	1	1929	2
1901	1	1930	1
1908	1	1931	3
1909	1	1932	1
1910	1	1933	2
1915	1	1934	5
1918	1	1935	1
1919	1	1937	1

Among this group, the largest number of admissions was in the year 1934, the year following definition by law of the responsibility of the State Child Welfare Bureau in regard to defective children.<sup>1</sup> Whether supervision by that Bureau, of blind children not otherwise provided for, accounted for the increased number of admissions to the School in 1934, is not known. The report of the State Board of Control for the biennium ending June 30, 1939, attributed the increase in enrollment at the School for that biennium as being no doubt due to efforts of the State Child Welfare Division in seeing that blind children received the education provided for them and required by

1 Session Laws of Nebraska, 1933; p. 494.

# TABULARY

ADMINISTRATION OF THE STATE OF NEW YORK, 1900-1901

Year	Number of children	Number of children	Number of children
1890	1	1	1
1891	2	2	2
1892	1	1	1
1893	1	1	1
1894	1	1	1
1895	1	1	1
1896	1	1	1
1897	1	1	1
1898	1	1	1
1899	1	1	1
1900	1	1	1
1901	1	1	1
1902	1	1	1
1903	1	1	1
1904	1	1	1
1905	1	1	1
1906	1	1	1
1907	1	1	1
1908	1	1	1
1909	1	1	1
1910	1	1	1
1911	1	1	1
1912	1	1	1
1913	1	1	1
1914	1	1	1
1915	1	1	1
1916	1	1	1
1917	1	1	1
1918	1	1	1
1919	1	1	1
1920	1	1	1
1921	1	1	1
1922	1	1	1
1923	1	1	1
1924	1	1	1
1925	1	1	1
1926	1	1	1
1927	1	1	1
1928	1	1	1
1929	1	1	1
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1931	1	1	1
1932	1	1	1
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1973	1	1	1
1974	1	1	1
1975	1	1	1
1976	1	1	1
1977	1	1	1
1978	1	1	1
1979	1	1	1
1980	1	1	1
1981	1	1	1
1982	1	1	1
1983	1	1	1
1984	1	1	1
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2012	1	1	1
2013	1	1	1
2014	1	1	1
2015	1	1	1
2016	1	1	1
2017	1	1	1
2018	1	1	1
2019	1	1	1
2020	1	1	1
2021	1	1	1
2022	1	1	1
2023	1	1	1
2024	1	1	1
2025	1	1	1
2026	1	1	1
2027	1	1	1
2028	1	1	1
2029	1	1	1
2030	1	1	1
2031	1	1	1
2032	1	1	1
2033	1	1	1
2034	1	1	1
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2036	1	1	1
2037	1	1	1
2038	1	1	1
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2040	1	1	1
2041	1	1	1
2042	1	1	1
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2046	1	1	1
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2065	1	1	1
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2067	1	1	1
2068	1	1	1
2069	1	1	1
2070	1	1	1
2071	1	1	1
2072	1	1	1
2073	1	1	1
2074	1	1	1
2075	1	1	1
2076	1	1	1
2077	1	1	1
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2079	1	1	1
2080	1	1	1
2081	1	1	1
2082	1	1	1
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2087	1	1	1
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2089	1	1	1
2090	1	1	1
2091	1	1	1
2092	1	1	1
2093	1	1	1
2094	1	1	1
2095	1	1	1
2096	1	1	1
2097	1	1	1
2098	1	1	1
2099	1	1	1
2100	1	1	1

Among this group, the largest number of children was in the year 1904, the year following delivery by law of the responsibility of the State Child Welfare Bureau in regard to defective children. Another explanation of that Bureau, of child children and otherwise provided for, accounted for the increased number of children in the school in 1904, is not known. The report of the State Board of Control for the biennium ending June 30, 1909, attributed the increase in enrollment at the school for that biennium as being due to the efforts of the State Child Welfare Bureau in seeing that child children received the education provided for them and reported by



law<sup>2</sup>, and it may well be that the increase noted in 1934 has the same explanation. It may seem that the sampling shown in TABLE XVII is too small to indicate possible trends, but, judging from the average year-by-year enrollment of the School, the numerically small group of five, admitted from Douglas and Lancaster Counties in 1934, probably constituted about ten percent of the total enrollment and certainly a larger percent of the admissions for the year as some of the School population would have been enrolled at an earlier time.

#### Age at Admission

The youngest of this group at the time of admission to the School for the Blind was five; the oldest was forty-nine. As has been noted in TABLE IV, twenty-five of the pupils had attended school prior to entering the School for the Blind and seven, blinded late in life had concluded their schooling before sight was lost. These latter persons entered the School either in order to learn Braille or to take some industrial training which might aid them in resuming self-support on a rehabilitated basis.

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<sup>2</sup> Thirteenth Biennial Report of the Board of Control of Nebraska, for the Period Ending June 30, 1939, p. 120.

low, and it may well be that the increase noted in 1934 has the same explanation. It may also be that the sample shown in TABLE XVII is too small to indicate possible trends, but, judging from the average year-by-year variations of the school, the comparatively small group of lives, obtained from families and landless families in 1934, probably represents about 60 per cent of the total population and contains a larger percentage of the population in the year as some of the school population would have been enrolled at an earlier time.

#### Age at Admission

The youngest of this group at the time of admission to the school for the blind was five; the oldest was twenty-nine. As has been noted in TABLE IV, twenty-five of the pupils had attended school prior to entering the school for the blind and seven, fifteen years in the two combined schools selected before sight was lost. These latter persons entered the school system in order to learn reading or to learn some industrial training which might aid them in securing self-support on a rehabilitated basis.



TABLE XVIII

AGE OF FORTY PUPILS STUDIED, AT TIME OF ADMISSION  
TO SCHOOL FOR THE BLIND

Age	Number of Persons	Age	Number of Persons
TOTAL, All Ages 40			
5	1	16	2
6	6	21	2
7	7	26	1
8	4	27	1
10	3	40	1
11	2	43	1
12	3	44	1
13	2	45	1
15	1	49	1

For the entire group, the average age at time of admission to the School was fifteen; for the group exclusive of the seven adults admitted after the age of twenty-one, the average age was approximately ten.

Grade Entered

Since twenty-five of the pupils had attended other schools, the pupils were on various levels of academic advancement at the time of admission to the School for the Blind. TABLE XIX shows the distribution of the pupils according to the grade entered at the School.

TABLE XVII

AGE AND SEX DISTRIBUTION, BY GRADE, OF PUPILS IN THE SCHOOL FOR THE DEAF, 1910-1911

Grade	Boys	Girls	Total
1	1	1	2
2	2	2	4
3	3	3	6
4	4	4	8
5	5	5	10
6	6	6	12
7	7	7	14
8	8	8	16
9	9	9	18
10	10	10	20
11	11	11	22
12	12	12	24
Total	120	120	240

The age group, the average age at time of admission to the school was fifteen; for the group exclusive of the seven pupils admitted after the age of twenty-one, the average age was approximately ten.

Grade entered

Since twenty-five of the pupils had attended other schools, the pupils were admitted to the school at the age of admission to the school at the time of admission to the school for the first time. This is shown in the distribution of the pupils according to the grade entered at the school.



TABLE XIX

## ADMISSION TO SCHOOL FOR BLIND, ACCORDING TO GRADE ENTERED

Grade Entered	Number of Pupils	Grade Entered	Number of Pupils
TOTAL, all Grades	40	Sixth	2
First	14	Seventh	1
Second	4	Eighth	3
Third	4	Ninth	2
Fourth	1	Special	9

It will be noted that although fifteen pupils had attended no school prior to admission to the School for the Blind, only fourteen were entered in the first grade as one pupil was somewhat older and was classified as "Special" for that reason presumably.

The remaining eight students classified as "Special" consisted of the seven adults blinded later in life and one adolescent who had graduated from high school elsewhere and entered the School for special industrial training.

AttendanceDuration of Attendance

The average attendance for both males and females was approximately five years. Two instances where attendance was for six days only were those of a girl whose homesickness necessitated her return to her home, and a

## TABLE III

ATTENDANCE TO SCHOOL FOR BOYS, ACCORDING TO GRADE LEVEL

Grade Level	Number of Boys	Number of Girls
Total, all grades	40	10
First	10	10
Second	10	10
Third	10	10
Fourth	10	10

It will be noted that although fifteen pupils had attended no school prior to admission to the school for the blind, only fourteen were entered in the first grade as was pupils who sometimes attend and are classified as "special."

The remaining eight students classified as "special"

consisted of the seven pupils divided later in life and one adolescent who had graduated from high school elsewhere and entered the school for special industrial training.

1934

## Attendance

## Attendance of students

The average attendance for both males and females was approximately five years. Two instances were noted where for six years only were found on a girl whose attendance necessitated her return to the school, and a



boy reported by his mother to have been dismissed because of lack of suitable clothing, but shown by the School records to have been mentally incompetent to undertake the work of the School. Supplementary objective evidence concurs in the latter finding.

TABLE XX

LENGTH OF TIME PUPILS STUDIED SPENT IN SCHOOL FOR  
THE BLIND

	Less Than												
TOTAL	1 Year	1	2	4	5	6	8	9	10	12	13	14	16
40	6	5	1	8	4	3	5	1	2	1	2	1	1
Male	4	2	0	3	2	1	2	1	0	0	1	1	1
Female	2	3	1	5	2	2	3	0	2	1	1	0	0

Two attended the School for five months only: one adult male who had entered the School intending to take industrial training, but leaving after five months feeling that he had accomplished his purpose so far as the School program allowed, and an adult female who, after five months in the School was dismissed. This pupil reported the dismissal due to quarantine of the School for scarlet fever. School records, however, attribute the dismissal to "mental instability".

Two attending the School for six month periods were also adults interested in special industrial courses. One with-

by reported by his mother to have been diagnosed as  
of lack of suitable clothing, but when up the school  
records to have been actually insufficient to maintain the  
work of the school. Subsequently extensive evidence

was given in the latter finding.

# TABLE II

PERCENTAGE OF THE TOTAL STUDENT BODY IN SCHOOL  
THE BLIND

Total	Less Than											
	1 Year	2	3	4	5	6	7	8	9	10	11	12
Boys	1	1	1	1	1	1	1	1	1	1	1	1
Girls	1	1	1	1	1	1	1	1	1	1	1	1
Total	2	2	2	2	2	2	2	2	2	2	2	2

The attendance for five months with the school  
was not reported the school beginning in the industrial  
period, but leaving after five months leaving that in the  
accomplished the purpose so far as the school program  
attained, and as well female who, after five months in the  
school was dismissed. This pupil reported the dismissal  
due to dissatisfaction of the school for earlier leaving. Indeed  
records, however, attributed the dismissal to "mental laziness".

Two attending the school for six months periods and also  
active interested in school industrial program. The school



drew at the end of six months, feeling he had learned what was available along the line of his interests; the other was dismissed, according to the pupil's report, because of disagreement with the School administration.

Three of the five attending the School one year only were adults there for special training. Two were minors withdrawn because of health or inability to progress in the School.

The terms of fourteen and sixteen years indicate consecutive attendance at the School, the thirteen year period indicates the addition of a year of post-graduate work following absence from the School subsequent to graduation therefrom.

#### Departure

#### Grade Completed

TABLE XXI shows the grades completed by these pupils at the time they left the School for the Blind. Exclusive of the nine special students, nineteen, or a little more than sixty-one percent of the pupils had finished the eighth grade at the time they left the School and nine or a little more than twenty-nine percent had graduated from high school.

grew at the end of six months, feeling he had learned what  
 was available along the line of his interest; the other  
 was dismissed, according to the pupil's report, because of  
 disagreement with the school administration.  
 Three of the five attending the school one year only  
 were able to leave the school building. Two were minors  
 withdrawn because of health or inability to progress in the  
 school.

The terms of transfer and sixteen years indicate con-  
 secutive attendance at the school, the thirteen year period  
 indicates the addition of a year of post-graduate work  
 following absence from the school subsequent to graduation.  
 Students.

### Departure

#### Grace Completed

TABLE XII shows the grades completed by these pupils  
 at the time they left the school for the State. Exclusive  
 of the nine special students, nineteen, or a little more  
 than fifty-one percent of the pupils had finished the  
 eighth grade at the time they left the school and nine or  
 a little more than twenty-nine percent had graduated from  
 high school.



TABLE XXI

# GRADES COMPLETED BY PUPILS AT TIME OF DEPARTURE FROM SCHOOL FOR THE BLIND

Grade Completed	Number of Pupils	Grade Completed	Number of Pupils
<hr/>			
TOTAL, all grades	40		
None	3	Eighth	4
Fourth	1	Ninth	2
Fifth	1	Tenth	4
Sixth	2	Twelfth	9
Seventh	5	* Special	9

\* Pupils not enrolled for regular academic work

Beside the two pupils who attended the School for only six days, a third child had completed insufficient work at any one grade level to have been considered as completing that grade. Due in part, in the parents' opinion, to being partially sighted instead of totally blind, this child found difficulty in adjusting to the School and adapting its program to personal needs. Braille was especially difficult and use of remaining eyesight was resorted to in reading it, with consequent strain on the child's eyes. Subsequent placement in a public school for sighted children resulted in adequate progress.

The study showed that pupils with the least vision made, on the whole, the best progress. Of the nine who completed the twelfth grade before leaving the School, six, or sixty-six percent, were totally blind. Another had

TABLE XI

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Grade Completed	Number of Pupils	Grade to be Assigned
Seventh	2	Twelfth
Sixth	2	Tenth
Fifth	1	Ninth
Fourth	1	Eighth
Total, all Grades	40	



little more than light perception. Of the four who graduated from the eighth grade, two or fifty percent were totally blind.

### Year of Leaving

Departure from the School of the first of this group was in 1897; that of the last was in 1939; Distribution of the pupils by years of departure is shown in TABLE XXII.

TABLE XXII

DISTRIBUTION OF PUPILS ACCORDING TO YEAR OF DEPARTURE FROM SCHOOL

Year	Number of Pupils	Year	Number of Pupils
<hr/>			
TOTAL, All Years	40		
1897	1	1929	2
1900	1	1930	4
1901	1	1931	1
1906	1	1932	2
1908	1	1933	1
1914	4	1934	1
1918	1	1935	3
1921	1	1936	3
1924	1	1937	3
1926	1	1938	3
1928	2	1939	2

It is significant that twenty-three or approximately fifty-seven percent of the pupils left the School during the decade immediately preceding the study. Their experiences allow for a fairly current picture and preclude a purely historical approach.





### Age at Leaving

For many of the pupils, the age at which they left the School, was the age at which they became potentially employable. It was the age at which they were going out into a sighted society to become "self-sustaining and useful citizens". Toward that end, they had undertaken their education and for the accomplishment of that purpose was the School for the Blind established and maintained.

For some of the pupils, there was further education and training ahead: nine entered public schools, six had one or more courses in colleges and conservatories, two of these latter graduated from college, one of them receiving both a Master's and a Doctor's degree. For some, however, it was the age at which an indeterminate period of idleness began.

TABLE XXIII shows at what ages these pupils left the School.

The average age of the males at the time of leaving the School was slightly over twenty-three and that of the females was slightly over twenty-one. These averages, of course, include those pupils adult at the time of admission.

Age at leaving

The mean of the pupils, the age at which they left school, was the age at which they became potentially employable. It was the age at which they were found to have a slighted ability to become "self-sustaining" and was the "critical" point. Toward this end, they had undergone their education and for the accomplishment of that purpose was the school for the time selected and maintained.

On some of the pupils, there was further education and training abroad; some entered public service, etc. and one or more entered in colleges and universities, etc. of these latter graduated from college; one of them receiving a Bachelor's and a Master's degree. The mean, however, it was the age at which an individual's period of life-time began.

Table XIII shows at what ages these pupils left the

school.

The average age at the time of the time of leaving the school was slightly over twenty-three and that of the females was slightly over twenty-one. These averages of years, pupils leave school at the time of

admission.



TABLE XXIII

AGE AT DEPARTURE FROM THE SCHOOL FOR THE BLIND

	AGES																			
	6	8	9	10	13	14	15	16	17	18	19	20	21	22	24	25	26	28	40	47
ALL AGES	6	8	9	10	13	14	15	16	17	18	19	20	21	22	24	25	26	28	40	47
Male	18	1	0	1	0	0	1	3	2	1	1	1	1	1	2	2	1	1	1	3
Female	22	0	1	0	1	3	2	1	3	3	1	0	0	1	1	2	2	0	1	1
TOTAL	40	1	1	1	1	3	3	6	5	2	1	1	1	1	1	2	2	1	1	3

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### Reason for Leaving

It is difficult to tabulate reasons given for departure from the School. They were varied and each was part of a complex of personal feelings and experiences which gave to even similar reasons different meanings. In order, however, to present a somewhat clearer, though certainly not so adequate, report of study findings, TABLE XXIV attempts an approximate grouping of reasons given by the pupils relative to leaving the school for the Blind.

TABLE XXIV

#### REASONS GIVEN BY PUPILS FOR LEAVING THE SCHOOL FOR THE BLIND

Reason for Leaving	Number of Pupils	Reason for Leaving	Number of Pupils
TOTAL 40			
Dismissal	6	Personal Unhappiness	5
Graduation	9	Desire to Attend Other	
Poor Health	5	Schools	6
Parents' Request	2	Completion of Available	
Marriage	1	Courses	3
Homesickness	2	Needed at Home	1

Further interpretation of reasons given for departure from the School is indicated here, as situations to which they were related were of more than passing importance to many of the pupils. Whatever the objective circumstances may have been which gave rise to the reasons given for leaving the School, the meaning of them to the pupils is clear. Many of the

Reasons for Leaving

It is difficult to tabulate reasons given for departure from the school. They were varied and were given in a number of personal interviews and were not given in any one place. In order, however, to present a somewhat accurate picture, though certainly not a complete, report of early findings, Table XIV presents an approximate grouping of reasons given by the pupils relative to leaving the school for the first time.

TABLE XIV

REASONS GIVEN BY PUPILS FOR LEAVING THE SCHOOL FOR THE FIRST TIME

Reason for Leaving	Number of Pupils	Reason for Leaving	Number of Pupils
Homelessness	2	Needed at Home	1
Marriage	1	Courses	3
Illness, Injury	5	Completion of Studies	6
Poor Health	5	Schools	6
Graduation	3	Desire to Attend Other	5
Distance	6	Personal Unhappiness	5
TOTAL	40		

Further investigation of reasons given for departure from the school is indicated here, as attention is called to the fact that of more than passing importance to many of the pupils. However the objective circumstances may have been which gave rise to the reasons given for leaving the school, the results of them to the pupils is clear. Many of the



pupils expressed fear that if they spoke frankly on the point, they would later encounter discrimination in regard to receiving Blind Assistance or any other form of state aid, and would further preclude being considered for any employment opportunities which might require recommendations from the School administration. Others did not wish to appear unappreciative of efforts on their behalf. Others, on the contrary, felt that expression of their reasons for leaving or mention of situations giving rise to them, might help others who would enter the School at some future time. The older pupils were inclined to speak with reserve, in a few instances occasioned by the feeling that previous recitals of experiences relative to leaving the School, had been unproductive of constructive change and that there appeared little to be gained for anyone in reiterating what only served, for them, to arouse unpleasant memories. A few were skeptical of the use to which material would be put, fearing their comments might appear in print with their names attached. The younger group, almost without exception, spoke more freely. In four instances, parents curtailed pupils' comments on this subject, feeling apparently that it would appear that their children had not been able to "get along with people".

Some replies to questions regarding departure from the School were made with considerable expression of subjectivity; others evaluated circumstances leading to their departure

positive impression that it is a very healthy on the basis  
they would have somewhat hesitations in regard to teaching  
the child literature or any other form of literature, and  
would rather prefer being considered for any employment  
opportunities which might require recommendations from  
the school authorities. Hence the aim is to appear  
unprejudiced in attitude in their behalf. Hence, on the  
contrary, to the expression of their feelings in teaching  
the matter of literature giving rise to their, which may  
direct and which may be the result of some future plan. The  
other pupils are limited to teach the teacher, in a  
language mentioned by the teacher that previous to this  
of relationship relative to having the school, but now  
negative of constructive change and that there appeared  
little to be gained for anyone in relationship with any  
person, for that, in some instances, a few were  
expected of the one to which might be put, having  
their comments which appear in their own minds as to  
the. The teacher, again without exception, would  
have trouble. In the meantime, various other pupils  
comment on this subject, feeling apparently that it would  
appear that their children had not been able to do along  
with the teacher.

Some pupils in connection with their language from the  
school were able to express their own feelings of unhappiness  
which appeared in connection with their language



from the School with apparent objectivity. Some related experiences relative to leaving the School, in a listless and dispirited manner; others were animatedly articulate.

Relative to classifications given in TABLE XIV, consideration of points raised, may clarify replies pertinent to this subject.

Dismissal occasioned the departure of six of the pupils from the School. In four of these instances, pupil's reports and School records concur. In the remaining two instances, it would appear that the evaluation given in the School records was the more nearly correct. Three pupils were dismissed for disciplinary reasons: one child was dismissed as incorrigible after completing the sixth grade, a second reportedly was unable to accept "rebukes" regarding conduct, a third was dismissed at the age of six subsequent to six days in the School during which time he evinced mental incapacity for undertaking the work of the School. The School record regarding this child states: "General opinion that this child is feeble-minded. We feared his mental condition from the start". The mother reported that the child had been sent home because of lack of suitable clothing. Supplementary evidence tends toward the former conclusion. A fourth child was dismissed reportedly because of "feeble-mindedness". This child made normal grade progression in the School and is reported to have adjusted satisfactorily to public school classes subsequent to departure from the School. This dis-

from the school with apparent objectivity. Some related

experiences relative to leaving the school in a 1934-

1935 and 1936-1937 period; others were relatively objective.

Relatively to the school, the 1934-1935 period was

marked by a period of relative stability in the

school subject.

Relatively to the school, the 1936-1937 period was

marked by a period of relative stability in the

school subject. In the 1938-1939 period, the

school subject was the main subject in the school

subject. The school subject was the main subject in the

school subject. The school subject was the main subject in the

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school subject. The school subject was the main subject in the



missal appears to have made self-confidence difficult for the child and has reportedly precluded the taking of initiative in entering into group activities. Re-entering any school was reportedly delayed for some time due to the child's inability to gain sufficient self-confidence to undertake the venture. Physical growth at the time schooling was resumed was beyond that of other pupils on the same grade level, and led to shyness and considerable unhappiness. Two of the pupils dismissed were adults: one because of "unstable mentality", the other reportedly because of inability to agree with the administration relative to points considered arbitrary by the pupil.

Graduation accounted for departure from the School of nine pupils. As has been noted, six of this group were totally blind.

Poor Health resulted in departure from the School of five of the pupils. One of these was discharged from the School on physician's orders because of epileptic seizures. This pupil after two years of education prior to admission to the School, had remained in the School six years, completing the work of the seventh and part of the eighth grades. A second pupil was withdrawn at the suggestion of the family physician as he was "always ill" while in the School and was not happy in the School due to what was reported to have been the "defeatist" attitude encountered there. This pupil appears to have made normal adjustment to

as well appears to have made self-confidence difficult for the child and has repeatedly provoked the crying of protest in reaction into from activities. As a result, any school was repeatedly delayed for some time due to the child's inability to learn without self-confidence in understanding the various. Physical growth at the time school was resumed was beyond that of other pupils on the same grade level, and had to suppress and considerable unhappiness. Two of the eight classmates were smaller and poorer of "unstable mobility", the other reportedly because of inability to agree with the administration relative to points considered arbitrary by the child.

#### Graduated accounts for absence from the school at

three pupils. As has been noted, six of this group were totally blind.

#### Four pupils remained in Germany from the school at

five of the pupils. One of these was discharged from the school as a result of severe nervous or epileptic seizures. This pupil after two years of education prior to admission to the school, had remained in the school six years, completing the work of the seventh and part of the eighth grades. A second pupil was withdrawn at the suggestion of the family physician as he was "always ill" while in the school and was not happy in the school due to lack of interest to have been the "talented" student mentioned in the text. This pupil appears to have made normal adjustment to



the demands of his environment since leaving the School and has suffered no further ill-health. A third pupil requested dismissal in order to enter a hospital. A chronic pulmonary illness had reportedly been aggravated by "over-work" and hospitalization was indicated. A fourth pupil was withdrawn on parents' request because of health conditions present from birth. Adjustment in the School, otherwise, appears to have been normal. The fifth pupil left the School following reported serious injury incurred due to a fall from the third floor of the School to the basement. A three months' hospitalization ensued.

Parents' Request occasioned the departure of two of the pupils from the School. In one instance request was made after the pupil had attended the School many years and appeared to have availed himself of opportunities for academic and industrial training to the limit of his capacity. The other instance of parental request was in regard to a pupil who, though apparently happy in the School" seemed to the parents "just as well off" at home. The removal of the family to an acreage far distant from the School appears to have partly occasioned this request.

Marriage concluded the school career of one of the pupils. Marriage occurred during the summer vacation and the pupil did not, therefore, return in the fall.

Personal Unhappiness in various forms accounted for the departure of five pupils from the School. Two were dis-

The records of the institution also being the school

and has suffered no further ill-effects. A child pupil

previously dismissed in order to enter a hospital, a chronic

infectious illness and repeatedly been suggested by "over-

work" and hospitalization was indicated. A child pupil was

withdrawn on account of repeated attacks of local conditions

present from birth. Adjustment in the school, otherwise,

appears to have been normal. The child pupil left the school

together reported serious injury incurred has been left from

the first floor of the school at St. Lawrence. A child

months' hospitalization ensued.

Parents' requests occasional the departure of two of the

pupils from the school. In the instance reported was made

after the pupil had attended the school many years and

appeared to have settled himself or herself in the community

and industrial training to the limit of his capacity. The

other instance of parental request was in regard to a pupil

who, though apparently happy in the school, seemed to the

parents "just as well off" at home. The result of the

study to an average far distant from the school appears to

have partly occasional this request.

Parents' requests occasional the school career of one of the

pupils. Parents seemed happy in the school situation and the

pupil did not, therefore, return in the fall.

Personal unhappiness in various forms accounted for the

departure of five pupils from the school. Two were dis-



couraged at what appeared to be the eventual "hopelessness" of their situation and felt no incentive to continue school work. Both were totally blind and one had an additional physical handicap. Both had attended the School several years. One was unable to learn Braille easily and found other subjects hard as a result. A reported disinclination of certain teachers to explain difficult points led to a cumulative sense of frustration which resulted in removal to a sighted public school. A fourth pupil had entered the School in adult years, hoping to find courses which would assist in economic rehabilitation but reported that such, as suited to his needs, were not available. The atmosphere of the School was felt to be depressing and the attitude of the personnel such as would indicate the institution to be custodial, rather than educational in purpose. The remaining pupil who left the School because of unhappiness, reported that "tools" to work with were not available, that courses were impractical, the teaching of them uninteresting, methods stereotyped and dogmatic, no recreational opportunities available, the food "poor", and the general attitude one of hopelessness.

Desire to Attend Other Schools led to the departure of six pupils. Two of these pupils had siblings in sighted schools and felt that advantages were available there. Three others, though having no members of their family in other schools, had compared available opportunities and, on that

concluded that it appeared to be the "typical" type of school at that time and felt no incentive to continue to study it. Both were finally told that one had an English physical training. Both had attended the school several years. One was unable to learn English easily and found some progress made as a result of a repeated translation of certain sentences in written English. The other was a cumulative case of "typical" school which resulted in a number of slight physical defects. A fourth girl had attended the school in this year, hoping to find someone who would assist in some physical rehabilitation and reported that such as related to his needs, were not available. The atmosphere of the school was felt to be depressed and the attitude of the personnel such as would indicate the intention to be successful, rather than educational progress. The remaining girls were told the school because of irregularities, however that "school" in which they were not available, that success was impractical, the teaching of them uninteresting, without systematic and definite, in systematic manner. available, the "good", and the general attitude was atypical.

#### Results in School and School for the Children of

the pupils. Two of these girls had attended in school and felt that progress was not available there. These girls, though having no records of their health in other schools, had completed available opportunities and, on the



basis, decided upon withdrawal from the School for the Blind. Considerations which entered into decisions in these five instances were: lack of modern textbooks in the School for the Blind, lack of other modern teaching materials and methods, absence from class discussions and lesson presentation of related material which would have been of practical value as well as serving to add interest, absence of modern languages and sciences from the curriculum, impractical nature of certain courses as presented, lack of class-room stimulation, lack of recreational opportunities, abnormal segregation of the sexes and reported "moralistic" attitude of administration, lack of incentive, stimulation and vocational guidance, feeling that the administration considered blind pupils feeble-minded and held out little hope for future self-support. Four of the five subsequently entered public schools and had either graduated from high school or were approaching that goal at the time the study was made. One of the pupils in this group was in college at the time he was interviewed. The fifth of this group was reportedly unable to enter another school due to inability to obtain record of grades from the School for the Blind.

The sixth pupil leaving the School to attend sighted schools had been advised by a professional person that the program of the School for the Blind was not suited to those capable of academic advancement and that he "would not get anywhere if he stayed there". Subsequent academic and pro-

basis, based upon research from the school for the blind.  
 Considerations with regard to the school for the  
 blind, such as lack of modern teaching materials and methods,  
 absence from class discussions and lesson presentation of  
 related material which would have been of benefit to the  
 well as seeing to all interest, absence of modern language  
 and science from the curriculum, important items of  
 certain courses as presented, lack of class-room discipline,  
 lack of vocational and physical, physical education in  
 the home and reported "neglect" of the school for the blind,  
 from lack of initiative, stimulation and vocational guidance,  
 feeling that the administration was not doing its job.  
 Feels-minded and with her first hope for better self-  
 support. One of the first subjects which were discussed  
 and the first presented was the school for the blind.  
 This was at the time the study was made. One of the pupils  
 in this group was in college at the time he was interviewed.  
 The first of this group was reportedly unable to write.  
 Another school was in training in a certain part of the  
 from the school for the blind.  
 The main point being the school for the blind.  
 schools has been visited by a professional person that the  
 progress of the school for the blind was not what it should  
 be. It was stated that the school for the blind was not at  
 all adequate in its present state. It was stated that the school  
 for the blind was not at all adequate in its present state.



professional achievement proved capacity for advancement.

This capacity was recognized also at the School.

Completion of course resulted in the withdrawal of three adults from the School. Their purpose in attending the School had been to take training along certain industrial lines and school attendance ceased with completion of these courses.

One pupil was needed at home due to the illness of a parent and withdrew from the School for that reason.

Homesickness accounted for the departure after short periods of time at the School, of the remaining two pupils. One had never been away from home and was lonely and frightened at the School; the other was married and had a family at the time of admission to the School. A lack of outside interests and activities and difficulty in learning Braille increased feelings of homesickness which led to departure from the School.

Questions raised by the foregoing material relative to TABLE XXIV, pertain to:

1. The adequacy of physical and mental tests prior to admission to the School.
2. The basis for dismissal on grounds of mental incapacity in the absence of psychological tests or mental measurements.
3. Provision for treatment on an individualized basis of behavior problems and incipient maladjustments.

Technical achievement, proved equally to be essential.

This capacity was regarded also as the school.

### Completion of course resulting in the attainment of these

results from the school. Their purpose is to attain the

school has been to take training along certain industrial

lines and school attendance cannot with exception of those

typical.

One group was needed as due to the illness of a

parent and another from the school for this reason.

### Homework assigned for the department after school

part of the day at the school, of the remaining two pupils.

One had never been away from home and was deeply

interested in the school; the other was married and had a

family at the time of admission to the school. A lack of

outside interests and activities and difficulty in learning

gave increased feeling of homesickness which led to

departure from the school.

Questions raised by the foreign material relative to

TABLE XIV, certain are:

1. The adequacy of physical and mental tests given at

admission to the school.

2. The basis for admission on grounds of mental handicap-

ity in the absence of psychological tests or mental measure-

ments.

3. Provision for treatment on an individual basis

of behavior problems and intelligent relationships.



4. Adequacy of extra-curricular activities.

5. Awareness of individual differences in capacity to learn and flexibility of teaching methods to meet such needs.

6. Correlation of class room material with matters of practical concern and current interest.

7. Adequacy of teaching materials.

8. Adequacy of school curriculum, with especial reference to modern languages and science.

9. Practicability of certain industrial courses.

10. General adequacy of the School in meeting the needs of the partially sighted child.

11. Morale of the School and attitude of the administration.





## CHAPTER VIII

### School History of Forty Former Pupils of the Nebraska School for the Blind -- Education and Training

#### Introduction

In this chapter, the term "Education" is used to include academic subjects in the curriculum covering the courses known in general as literary, while "Training" refers to industrial, commercial and vocational courses.

Since two of the forty students left the School at the end of six days, material in this chapter relates to the experiences of thirty-eight pupils.

Instances will be noted where particular subjects were studied by only one or two pupils, according to replies given. This appears in regard to some subjects to indicate their inclusion in the School curriculum for a short period of time. In the case of New York Point, which three of the pupils studied, its replacement by Braille followed its general acceptance throughout the country and accounted for the few persons having studied it. It will be noted, also, that five persons took no academic courses, and one took only two subjects. The former five entered the School for the purpose of obtaining instruction in industrial subjects only.





EducationSubjects Studied

It will be noted from TABLE XXV, that only thirty-three of the pupils were enrolled in academic courses.

Three courses of science are shown to have been given at some time. The same pupil had instruction in Physics and Zoology for one year and another had instruction in Chemistry for one semester. Aside from these instances, pupils did not report instruction in any science.

TABLE XXV

ACADEMIC SUBJECTS STUDIED BY FORTY PUPILS IN THE SCHOOL  
FOR THE BLIND

Subject Studied	Number of Pupils	Subject Studied	Number of Pupils
Arithmetic	18	New York Point	3
Braille	30	Physics	1
Chemistry	1	Physiology	3
English	19	Script Writing	2
Grammar or Language	22	Social Science	5
Latin	4	Spelling	18
Mathematics	7	Zoology	1
History	15	None	7

Latin was the only language other than English, in which these pupils reported instruction. No classes in modern languages were available. Latin was reportedly offered in occasional years.

# Discussion

## Subjects Included

It will be noted from Table XXV, that only thirty-three of the pupils were enrolled in academic courses. These numbers of subjects are shown in Table XXV as well. The same pupil had instruction in English and Zoology for one year and another had instruction in Chemistry for two successive years from three instances, pupils did not report instruction in any sciences.

TABLE XXV

Academic Subjects Taught or Being Taught in the School for the Blind

Number of Pupils	Subjects Taught	Number of Pupils	Subjects Taught
18	None	18	History
7	Zoology	7	Geography
1	Spelling	4	Latin
18	Social Science	18	Elements of Language
2	Script Writing	19	Art
3	Physiology	1	Chemistry
1	Physics	30	English
3	New York Point	18	Arithmetic

Latin was the only language other than English, in which these pupils received instruction. No classes in modern languages were available. Latin was reportedly offered in occasional years.



## Pupils' Attitudes Toward Academic Courses

Comments on individual subjects were comparatively few. The following opinions were expressed relative to academic courses:

Braille was the subject about which the most comment was made; sixteen pupils expressed their attitude toward it. Seven students liked Braille better than any subject. In two instances it was the only subject the pupil did like. Nine persons expressed dislike for Braille. Five tried to read it with their eyes and progressed poorly with it either tactually or visually. Three of these said they "hated" Braille. Four others were unable to learn it through instruction received in the School. Two learned it through private instruction otherwise received and two found it impossible to progress in the School due to inability to learn it.

Chemistry was considered "dull" by the one student in this group who had instruction in it at the School. No experiments were performed and the subject seemed abstract and uninteresting.

Physics was considered dull by the pupil who took it at the School. It was the pupil's opinion that the subject could have been made interesting by the use of experiments and demonstration equipment.

Zoology was uninteresting to the pupil reporting instruction in it as no models were used for instruction and the subject seemed vague.

Teacher's Attitudes Toward Scientific Language

Comments on individual students were approximately 100. The following opinions were expressed relative to students

courses:

Physics was the subject about which the most comments were

made; thirteen pupils mentioned their attitude toward it.

Seven students indicated better than any subject. In two

instances it was the only subject the pupil liked. This

subject appeared difficult for Physics. Five times or more it

was their eyes and progressed poorly with it when learning

on visually. Three of these said they "hated" Physics. Four

others said Physics is hard to learn. Instructions received

in the course. Two learned it through direct instruction

others learned and two found it especially to progress

in the school due to inability to learn it.

Chemistry was considered "boring" by one student in

this group who had interest in it at the school. No

experiments were performed and the subject seemed abstract

and uninteresting.

Language was considered "boring" by the pupils who took it

at the school. It was the pupil's opinion that the subject

could have been made interesting by the use of experiments

and demonstration equipment.

Geography was uninteresting to the pupils regarding

instruction in it as no models were used for location and

the subject seemed vague.



Arithmetic was reported by four pupils to have been difficult and meaningless.

Mathematics (Algebra) was reported "impossible to learn" by one student. Devices for teaching and learning the subject were reported to be insufficient to make the subject clear and the instruction was considered to progress too rapidly for the class to absorb it.

Physiology was considered "dry" and "unreal" by the three students who had taken it. There was reportedly no application of the subject matter to real situations and problems.

New York Point was considered the most interesting course in the curriculum at the time the student reporting studied it. It continued to be the form of factual reading preferred by this student.

History was reported by five pupils to be "uninteresting", "boring" and "dead". One pupil reported the teacher read the text to the pupils at each class period, adding nothing to the text content, another said that only two history books were available for the School, one for the boys and one for the girls; "the most dominating got the book and the rest of us did without". The five students concurred in the opinion that the chief reason why the class in history was uninteresting was that no modern material was used, no subject matter related to the subject studied was introduced, no newspaper items or magazine articles

Artistic was reported by four pupils to have been

difficult and uninteresting.

Mathematics (algebra) was reported "impossible to learn"

by one student. Review for teaching and learning the subject were reported to be insufficient to make the subject clear and the instruction was considered to progress too rapidly for the class to absorb it.

Physiology was considered "dry" and "boring" by the

three students who had taken it. There was reported no application of the subject matter to real situations and problems.

Law was considered the most interesting

course in the curriculum at the time the students reported. It was considered to be the form of practical training presented by this student.

History was reported by five pupils to be "uninteresting"

and "boring". One pupil reported the teacher read the text to the pupils at each class period, adding nothing to the text content, another said that only the history books were available for the school, and for the boys and not for the girls; "the most boring and the book and the rest of us did nothing". The five students

concurred in the opinion that the chief reason why the subject in history was uninteresting was that no modern material was used, no subject matter related to the subject studied was introduced, no newspaper items or magazine articles



were used for supplementary reference material. One pupil stated that attempts on the part of a few pupils to relate the day's lesson to some event they had heard over the radio, were discouraged and that no incentive was given for learning anything about "either the past or the present".

### Training

#### Subjects Studied

Courses included here as "Training" are industrial and those otherwise vocational. One of the thirty-eight pupils remaining in the School a sufficient period of time to warrant inclusion here, did not enroll in any classes strictly industrial in nature, but did participate in music classes and so is here included. Courses in which pupil's were enrolled are shown in TABLE XXVI.

TABLE XXVI

COURSES IN INDUSTRIAL, COMMERCIAL AND VOCATIONAL  
TRAINING IN WHICH PUPILS STUDIED WERE ENROLLED

Subject Studied	Number of Pupils	Subject Studied	Number of Pupils
Bead Work	20	Mat Making	13
Broom and Brush Making	16	Piano	20
Basket Weaving	5	Piano Repair	1
Chair Caning	9	Piano Tuning-	9
Coronet Playing	1	Pipe Organ	3
Cooking	2	Sewing	5
Crocheting	6	Typing	20
Hammock Weaving	4	Violin	10
Knitting	6	Voice	17
		None	2

By Order of the Court, at New York, New York, this 14th day of May, 1968.

and as it was intended, however in which people's work  
 indicated it was, but the principle in some classes  
 without individual work, but not really in any degree directly  
 people remained in the school a relatively small number of  
 and these original, vocational, but of the vocational  
 course, limited only as "vocational" and industrial

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CONFIDENTIAL - SECURITY INFORMATION

Number of English	Number of English	Number of English	Number of English
12	12	12	12
20	20	20	20
1	1	1	1
9	9	9	9
3	3	3	3
2	2	2	2
20	20	20	20
10	10	10	10
17	17	17	17
2	2	2	2



Pupils' Attitudes Toward Industrial,Commercial and Vocational Courses

As in the case of academic courses, comments made relative to individual courses were few. Those opinions that were expressed represented the thinking of seventeen pupils and were as follows:

Bead Work was the course enjoyed most by five persons. They expressed the satisfaction derived from the finished articles and the pleasant "feel" of the beads.

Broom and Brush making were mentioned as being especially interesting by four persons. Six expressed dislike for broom making, one saying that it was "dirty", the rest that it was tiresome and impractical.

Mat making was considered interesting by six people. No adverse comment was expressed.

Piano instruction was enjoyed by all of the twelve pupils, who mentioned it. Two said the foundation given at the time they studied was inadequate for purposes of music as a profession; that "slovenly playing" and a "blacksmith touch" were overlooked and that insufficient care was given to detail. They felt that opportunity to have experience in teaching pupils on a "practice teaching" basis would have enhanced the course greatly and added to its future value. Both said it had been easy to "get by" with minor mistakes which fact tended to make them careless in performance.

Public, Scientific and Technical

Chemical and Technological

as in the case of academic centers, comments have  
relative to individual members were few. These opinions and  
were expressed represented the thinking of individual people  
and were as follows:

First group and the second group were in the first.

They expressed the satisfaction derived from the limited

activity and the pleasant "work" of the people.

From the third group was received as follows:

expressly disapproved of the program. The expression was

like for those working, was saying that it was "dirty".

The rest of the group was dissatisfied and disappointed.

The opinion was completely satisfied by six people. In

adverse comment was expressed.

From the fourth group was received by all of the people

people, who mentioned it. The third group mentioned it as

the time they studied was inadequate for progress to make

as a practical work "slightly" better and a "disappointment".

Some were disappointed and had insufficient work and given

to detail. They said that especially in the beginning of

technical people in a "technical training" course would have

received the correct principle and order for the future value.

Some said it had been very good "and" that with a little

which had reached to make them satisfied in the future.



Typing was the last subject about which specific comment was made. Four pupils were enthusiastic in praise of the course; one had greatly disliked it. This pupil had been afraid of the typing teacher who had reportedly been impatient with the pupil's inability to accomplish certain tasks.

### Attitude Toward Curriculum in General

Twenty-seven of the pupils expressed opinions on the curriculum in general. Of this number, five considered the curriculum adequate; twenty-two indicated deficiencies they considered to exist or changes which seemed to them indicated for the welfare of the pupils. Results of inquiry regarding attitude toward the curriculum, are brought out here in relation to the considerations with which they are concerned.

### Practicability of Curriculum

Twenty pupils said they considered the School's program and curriculum to be impractical and unfitted to the needs of visually defective persons endeavoring to fit themselves for self-support and social independence. In substantiation of such opinions several said that broom-making, for instance, was impractical as a trade taught in a day when brooms can be purchased from a variety of stores for twenty-nine cents which is less than the cost to the individual of making and selling them. The making of mats was considered impractical

Right was the last subject about which specific

comments were made. Four pupils were enthusiastic in their  
of the course; one had greatly disliked it. Three pupils  
had been afraid of the typing machine and had voluntarily  
been instructed after the pupils' interest in the machine  
was established.

### Attitude toward curriculum in general

Twenty-seven of the pupils expressed opinions on the  
curriculum in general. Of this number, five considered the  
material adequate; twenty-two indicated criticisms they  
considered to exist in regard which seemed to them well-  
founded for the purpose of the pupils. Reasons of inquiry  
regarding attitude toward the curriculum, are given in  
note in relation to the curriculum which when they are  
considered.

### Responsibility of teachers

Twenty pupils said they considered the school's position  
and curriculum to be important and worthy of the school's  
highest efforts. Several pupils mentioned the curriculum as  
well-organized and well-developed. In some instances the  
and conditions several said that because of the school,  
was indicated as a factor leading to a very good result and  
to progress from a variety of sources for learning and doing  
which is less than the cost of the instruction at school and  
doing them. The reason of this was considered important



for purposes of securing anything but petty earnings and its usefulness for that relative to the time and expense involved in giving and receiving instruction in mat-making was considered unfavorably disproportionate. Chair-caning was referred to as "antedated" and "obsolete" and piano tuning was believed to be limited in practical value as a means of self-support. Pupils pointed out their belief that piano tuning is in slight demand in the day of radio, and that though there are still many pianos in use, the positions as tuners for institutions, schools, etc. are, in their opinion, secured by sighted persons. The work was felt to be spasmodic and uncertain as a sole means of livelihood. There are instances where those blinded later in life had entered the School to learn a trade by which they might earn a living but three reported that they found nothing at the School which would aid them from a practical standpoint. Several referred to such courses as chair-caning, bead work and broom making as "busy work" and considered they had no part in a practical training program of the present day.

In the field of music, the practicability of training and curriculum was questioned by three pupils, two of whom expressed the opinion that without opportunities for practice teaching, the theoretical training received was of little practical use. Courses in salesmanship, insurance, mechanics, radio repair, and teaching methods were suggested as courses

for purposes of receiving anything but fairly accurate and  
 its usefulness for that relative to the time and expense  
 involved in trial and receiving testimony in testimony  
 was considered relatively disadvantageous. Consequently  
 was referred to as "evidence" and "evidence" and claim  
 being was referred to be listed in practical value as a  
 means of self-education. Further studies are being carried  
 out also known as "evidence" and "evidence" in the way of trials,  
 and they study there are still many things to be done,  
 position as far as the practical, scientific, etc., etc.,  
 in their opinion, according to slight persons. The way was  
 left to be examined and appeared as a whole means of inter-  
 view. There are instances where those studies have been in  
 life but outside the school in fact a means of which study  
 at the same time and there remained that they found  
 nothing as the school which would also from a practical  
 standpoint. Several subjects of such courses as exami-  
 nation, and such and such as "best" and "best" and such-  
 and they had no part in a practical practice program for the

present day.

In the study of such, the possibility of practice  
 and conviction are considered by these people, two of whom  
 expressed the opinion that without appropriate for practice  
 training, the theoretical training received was of little  
 practical use. There is a tendency, however, to consider  
 such things, and several subjects were suggested as courses



which would help in making the curriculum practical.

In commercial courses, the use of the dictaphone for teaching purposes was said to be slight, and its need indicated.

### Academic Adequacy of Curriculum

Two major deficiencies in the academic program were referred to by many of the pupils; the lack of instruction in Science and in Modern Languages. One pupil took a correspondence course in French subsequent to graduation from the School in order to round out academic background. One found it necessary, after graduation from the School, to take twelve additional hours of work before credits could be accepted for college entrance.

### General Considerations

Besides comments relating directly to course and curriculum content, many of the pupils spoke of two main general considerations: (1) the morale of the School and (2) the need for vocational guidance.

About forty-seven per cent of the pupils referred to a disparaging attitude of the School toward blind pupils, and several cited specific instances of pupils whose situations were intended to illustrate the point. "They think everybody that's blind is feeble-minded," said one pupil, "and if they sent everybody to the Institution for the Feeble-Minded that they wanted to, they wouldn't have any school

after which help is needed for further investigation.

In connection with the above, the report of the Commission for

Technical Education was sent to the effect that the

Technical Education Commission has been established.

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left". Several expressed the feeling that fellow pupils had been unjustly termed "feeble-minded" and had therefore been deprived of the attention which would have facilitated adjustment to the School. Four or five made especially objective evaluations of the situation they felt existed by saying that some of the pupils were mentally deficient, but that it seemed to be the inclination in the School to consider all but the most gifted pupils, as equal to the lowest in mental capacity. Several of them reported difficulty in establishing or maintaining self-confidence under those circumstances and said that it was "easy to get the idea that the blind can't do anything and they'd better just get a pension and not try". The same pupils referred to certain teachers, on the contrary, whose attitude had been constructive and stimulating and to one teacher in particular, many expressed appreciation for encouragement.

The absence of vocational counseling was referred to by several pupils as a significant lack in the School's program. They said they had taken routine industrial courses regardless of personal interest or aptitude or the practical use to which the training could later be put. Few choices in vocational placement were known to them. Several expressed the belief that excellence is necessary for the blind in whatever they do vocationally as they must "over-compete" and that if vocational guidance were available, the pupils could devote some of their school time to specialization,

half. Several expressed the feeling that while pupils had been unjustly termed "lame-brained" and had therefore been deprived of the education which would have facilitated adjustment to the normal. Two or three held responsibility of defective conditions of the situation that this existed by saying that some of the pupils were mentally defective, but that it seemed to be the inclination in the school to consider all but the most gifted pupils, as equal in the lowest in mental capacity. Several in their remarks difficulty in establishing an unimpaired self-confidence under these circumstances and said that it was "easy to get the idea that the blind can't do anything and that's better just let a person and not say". The same pupils referred to certain teachers, on the contrary, whose attitude and from constructive and assisting and as one teacher in particular, many expressed appreciation for encouragement. The attitude of vocational counseling was believed to be several pupils as a significant factor in the school's progress. They said they had found positive influence on their attitude of personal interest in activities of the practical and in which the training would later be put. The choice in vocational placement were known to them. Several expressed the belief that counseling is necessary for the blind in whatever that the vocational as they were "over-protected" and that if vocational guidance were available, the pupils could remove some of their burden that in specialization.



rather than being obliged to expend time and energy subsequent to leaving the School, in acquiring special training for a vocation which they had not thought of when in school.

It is realized that comments made by pupils relative to material in this chapter might have been very different had the pupils been interviewed immediately upon leaving school. No instance was observed where this appeared to be true, but it is conceivable that unhappiness and frustration encountered in years subsequent to leaving school, might be projected back into the school experience. Cumulative frustration is apt to be retroactive to a possible source.

...then being obliged to return home and away again -  
 ...to leaving the school, is regarded as a final result -  
 ...for a vacation which they had not thought of when in

school.

It is realized that moments made by pupils relative  
 to matters in this chapter might have been very different  
 had the pupils been interested immediately upon leaving  
 school. No teacher can demand that this interest be so  
 great, but it is conceivable that understanding and freedom  
 soon encountered in years subsequent to leaving school, might  
 be projected back into the school experience. Conclusions  
 therefore is not to be retrospective to a positive source.



## CHAPTER IX

### School History of Forty Former Pupils of the Nebraska School for the Blind -- Extra-Curricular Activities

#### Introduction

Since the School for the Blind is a residential school and much of the Pupils' time is spent there, interests and activities outside the classroom constitute an important part of their social background. As such they exert a major influence upon the pupils' ability to make satisfactory social adjustment after leaving the School.

Extra-curricular activities are of especial importance to blind pupils, both as a means of increasing the avenues through which varied enriching sensory impressions may come and as a source of constructive stimulation and motivation. The tendency toward physical inactivity on the part of many blind children, yields in most instances, to the influence of directed play activities or interesting group activities in which the blind child's handicap is equalized by his being allowed to do something in the company of others which he can do really well. Such participation in activities, especially those shared by sighted and blind alike, tends toward a normal and happy adjustment to the demands of future social environments. It is of importance, therefore, that during the formative years of the school period, the child not only be allowed and provided opportunity for varied

# General History of Early Training Pupils of the Nebraska School for the Blind - Early-Overlooked Activities

## Introduction

Since the school for the blind is a residential school and much of the pupils' time is spent there, indoors and outdoors outside the classroom constitutes an important part of their social background. As such it must have a major influence upon the pupils' ability to make satisfactory social adjustment after leaving the school.

Early-overlooked activities are of especial importance to blind pupils, not as a means of increasing the avenues through which socializing sensory impressions may come and as a source of constructive stimulation and motivation. The tendency toward physical inactivity on the part of many blind children, yields to most instances, to the influence of directed play activities or interesting group activities in which the blind child's handicap is regarded by his being allowed to do something in the company of others which he can do really well. Such participation in activities, especially those shared by sighted and blind alike, tends toward a normal and happy adjustment to the demands of future social environments. It is an important, constructive, that during the formative years of the school period, the child not only be allowed and provided opportunity for varied



social contacts, but that activities of an extra-curricular nature receive the guidance and trained supervision which their importance justifies.

It is essential to future happiness and acceptance in sighted society, that contacts be normal and that wholesome natural relationships exist between the pupils themselves and between them and their sighted companions. The extent of emotional trauma resulting from abnormal restrictions, such as segregation of the sexes at meals, on the playground and on any occasion when such segregation would not be thought of were the children sighted, cannot be estimated. It should in all events, be precluded if blind children are to take their place in society happily and usefully.

And, finally, it should not be forgotten that however we may view the blind child's compensating capacities, in cases where such do exist, blindness is not a handicap easily to be reckoned with; its problems require wise and sympathetic treatment, its conquest requires courage and the help of every available constructive influence. It is to those influences in the lives of the pupils interviewed for this study, that attention is given in the present chapter.

#### Organizations or Club Affiliations

Consideration of the extra-curricular activities of the pupils includes inquiry as to the organized activities and those not requiring group contacts.





TABLE XXVII

EXTRA-CURRICULAR ACTIVITIES OF FORTY PUPILS OF THE  
SCHOOL FOR THE BLIND -- ORGANIZED

Males		Females	
Organization	Number of Pupils	Organization	Number of Pupils
Boy Scouts	3	Camp Fire Girls	2
Literary Society	1	Girls' Club at School	2
None	5	Church Clubs	2
		Lodges	1
		None	15

The majority of the pupils participated in no organized group activity during their years at the School. Of the seven adults who attended the School for comparatively short periods of time, only one had a group affiliation. Two of the pupils left the School after six days and had, therefore, no such activities. Exclusive of the six adults having no affiliation and the two pupils who remained in school so short a time, nine males and thirteen females reported no organized group activities. In view of considerations noted in the introductory section of this chapter, the absence of such activities would tend to make future social adjustments more difficult as well as to impoverish the lives and inhibit the independence of pupils during the school period.

Participation in Camp Fire and Boy Scout activities appears to have been spasmodic with pupils at the School over a period of years. The Camp Fire group was reported by one

## TABLE XXVII

EDUCATIONAL ACTIVITIES OF WHITE PUPILS IN THE  
SCHOOL FOR THE DEAF -- CHICAGO

Organization	Number of Pupils	Organization	Number of Pupils
Boy Scouts	3	Camp Fire Girls	2
Library Society	1	Girls' Club	2
None	5	Church Clubs	2
		Loaves	1
		None	12

The majority of the pupils participated in no organized group activity during their years at the school. Of the seven pupils who attended the school but nonparticipated during periods of time, only one had a group affiliation. Two of the pupils left the school after six days and had, therefore, no such activities. Twelve of the six pupils having no affiliation and the two pupils who remained in school no short time, whose names and addresses remain reported no organized group activities. In view of considerations noted in the introductory section of this chapter, the absence of such activities would tend to make future social adjustments more difficult as well as to retard the social and intellectual development of pupils during the school period. Participation in Camp Fire and Boy Scout activities appears to have been exemplified with pupils at the school over a period of years. The Camp Fire group was reported by one



pupil to have withdrawn its interest in the attendance of children from the School due to a supposed lack of cooperation from the School administration. The Boy Scout group was originally one of sighted and blind children alike, meeting out in the town, but a later segregation of the groups and organization of a troop for only blind boys, did not elicit sufficient interest from the boys to justify its continuance, according to reports of a few of the pupils. Some of the boys were inclined to feel that they had been deprived of the very part of the activity which interested them -- association with sighted children. The separate troop increased feelings of social inadequacy and isolation.

Some pupils reported that church clubs occasionally asked them to participate in activities but added that, in some instances, they felt that curiosity or pity had prompted the invitation which was, for that reason, refused and often not repeated.

In the earlier years of the School, there appear to have been literary societies within the School, one for boys and one for girls, to which every pupil in the School belonged. At what time those were discontinued, is not known, but from the report of the pupil who had attended the School at the time and participated in the society's activities, they provided enjoyment, though required membership detracted somewhat from the pleasure derived from them.

Resources for organized activity in the community

could to have withdrawn the interest in the attendance of children from the school due to a supposed lack of cooperation from the school administration. The boy went from was originally one of eight and called himself Alice,

meeting out in the town, for a later organization of the

groups and organization of a group for help blind boys, and not which withdrew interest from the boys to justify the

explanation, according to reports of a few of the girls,

some of the boys were inclined to feel that they had been

deprived of the very part of the activity which interested

them -- association with sighted children. The separate

group increased feelings of social inferiority and isolation.

Some pupils reported that when they occasionally

asked them to participate in activities and would that, as

some instances, they felt that they were being used

provided the feeling which was, for that reason, released

and often not related.

In the earlier years of the school, there appears to

have been literary activities within the school, one the boys

and one for girls, to which every pupil in the school be-

longed. As with the boys were discontinued, it was women,

and from the point of the pupil who had attended the school

at the time and participated in the school's activities,

they provided enjoyment, though reported unenthusiastic

related somewhat from the pleasure derived from them.

However, for organized activity in the community



appear to have been limited as far as these children are concerned, though it is possible that interpretation to responsible groups, of the children's needs and interests, might have widened the social horizon somewhat for the pupils.

### Other Activities and Interests

Activities in which the pupils engaged on a personal basis are noted in TABLE XXVIII. It seems valid to consider them as fairly adequate criteria of the extent to which the pupil's social adjustment at school had been socially acceptable and personally satisfying. It is impossible to determine in many instances whether certain indications of inactivity and seclusiveness resulted from lack of environmental stimulation or from lack of native capacity to respond to stimulation, or both. Which factors, if any, or all, contributed to inactivity would bear upon prognosis for future social adjustment.

TABLE XXVIII

### EXTRA-CURRICULAR ACTIVITIES OF FORTY PUPILS OF THE SCHOOL FOR THE BLIND -- UNORGANIZED

Males		Females	
Activity	Number of Pupils	Activity	Number of Pupils
Athletics	1	Church Attendance	5
Movies	7	Church Parties	2
Radio	6	Movies	10
*"Tinkering" with Radio	1	School Parties	2
None	20	School Programs	2
		None	8

\* At a radio shop in the town.

appear to have been limited as far as these children are concerned, though it is possible that investigation is responsible for some of the children's needs and interests might have altered the social action somewhat for the better.

### Other activities and interests

Activities in which the pupils engaged in a personal basis are noted in Table XXVII. It seems that in general there is fairly widespread interest of the pupils in almost all of the social adjustment of school and even socially activities and personally activities. It is impossible to determine in many instances what certain limitations of activity and socialization resulted from lack of service mental stimulation or from lack of active capacity to respond to stimulation, or both. When factors, it may be all, contributed to lack of activity and social adjustment for future social adjustment.

TABLE XXVII

EXTRA-CURRICULAR ACTIVITIES OF PUPILS WITH 50 PER

SCHOOL FOR THE ALBIS -- UNCLASSIFIED

Activity	Number of Pupils	Number of Pupils
Activities	1	1
Reading	7	7
Religion	8	8
"Thinking" with social	1	1
None	50	50
School program		5
School activities		3
Religion		10
Church activities		5
Children's Association		5



There was much overlapping of activities, in that a child who attended movies, may also have participated in girls' club activities etc. The total number engaging in no activity is, therefore, more significant than the number of activities engaged in. Eleven of the males and nine of the females engaged in no extra-curricular activity exclusive of organized groups. The aggregate constitutes fifty per cent of the pupils studied.

What part economic or health conditions played in producing or fostering inactivity, is not known. Such influences are possibilities. Dearth of environmental resources and stimulation may have accounted for some inactivity and limitations in the capacities of the pupils are possible inhibiting influences.

It is interesting to note that prior to 1900, there was a period of time when a variety of social activities at the School were reported, including nutting parties, hayrack parties, evenings spent in popping corn and making candy. Such activities were reported by two pupils who also reported their years at the School to have been happy ones.

Two partially sighted pupils said their pleasure in going to movies was curtailed because they were "required" to go in order to serve as guides and chaperones for younger blind children.

The opportunity of attending movies was available, without cost to all children in the School and was, the

There was much overlapping of activities, in some cases the same children, may also have participated in different activities. The total number consisting in activities, however, were slightly less than the number of activities reported. Eleven of the males and nine of the females engaged in an extra-curricular activity aside of organized groups. The average number of children per group of the pupils studied.

What part normally or usually constitutes group in group or learning situation, is not known. Some influences are possible. Interest or environmental resources and stimulation may have accounted for some activity and limitations in the responses of the pupils are possible individual influences.

It is interesting to note that prior to 1930, there was a period of time when a variety of social activities at the school were reported, including student parties, dances, parties, evenings spent in reading and social work. Such activities were reported by the pupils who also reported that there at the school to have been happy times.

Two particularly significant points with their influence in going to movies was mentioned because they were "prohibited" so as to order to serve as guides and supervisors for younger and older children.

The opportunity of attending movies was available, without cost to all children in the school and was, the



pupils reported, a source of pleasure and, for some, the only contact with the world outside the School.

In regard to attending movies as well as in connection with several other occasions, the pupils reported a routine practice of segregating the boys and girls; in the case of movie attendance, boys went one day a week, girls another. When occasion required that boys and girls attend activities outside of the School simultaneously, the boys were reportedly required to walk down one side of the street; the girls down the other. Segregation of this sort was reported to have been customary at meals, at programs, on playground, on every occasion when boys and girls were together with the exception of occasions of school programs. Some pupils said that when those occasions did occur, the pupils were so accustomed to segregation that they were awkward and self-conscious in the company of the other sex. Several instances of unwholesome curiosity emanating from such restrictions were related. Instances were also mentioned relative to "too much affection" between girls and similar situations among the boys. Several pupils said they had difficulty after leaving School, in adjusting to the company of mixed groups.

Findings of the study indicate that several of the children were extremely lonely during their years at the School and felt there was no one to whom they could go with problems and questions. The administrative offices

police reported, a number of glasses and, for some, the only contact with the world outside the school.

In regard to drinking habits as well as in connection with several other occasions, the police reported a routine practice of segregating the boys and girls. In the case of some instances, boys and girls were kept apart, while others, when occasion required that boys and girls were separated outside of the school simultaneously, the boys were

reportedly required to walk down one side of the street; the girls down the other. Segregation of this sort was reported to have been practiced at meals, at parties, in playgrounds, on every occasion when boys and girls were brought into the association of activities at school parties. When police were

that when these occasions did occur, the pupils were as accustomed to segregation that they were required and still conducted in the company of the other sex. Several instances of nonchalance and indifference existing from such restrictions were related. Instances were also mentioned relative to the same attitude between girls and similar situations among the boys. Several pupils said that they did not

after leaving school, in relation to the company of mixed groups.

Results of one study indicate that several of the children were extremely lonely during their years at the school and that there was no one to whom they could go with problems and questions. The administrative officers



had for many, the connotation of punishment as misdemeanants were sent there. One pupil told of the terror caused by an occurrence she did not understand and her fear that if she asked for help with the problem, she would be punished. This same pupil was the one to whom two or three of the younger pupils said they subsequently went for advice and encouragement.

Some inactivity may have resulted from inhibiting feelings of insecurity. Many of the children said they felt "alone" with no one to fall back on should anything happen. They were consequently inclined to be less venturesome than their normal interests and tendencies might otherwise have led them to be.

### Summary

The social life of pupils at the School appears from findings of the study to have been such as not to aid the pupils materially in making satisfactory social adjustments in future life. Factors relative to this situation were: dearth of community and School resources for organized group activity, especially that of a competently supervised nature, lack of environmental stimulation, abnormal social relationships within the School group as in the case of segregation of the sexes, feelings of insecurity due to reported absence of understanding counsel, as well as such "unknowns" as inhibiting influences of ill-health, and incapacities inherent in the individual.





## CHAPTER X

### Post-School History of Forty Former Pupils of the Nebraska School for the Blind -- Social Status

#### Introduction

Consideration of the social adjustment of the blind is in no way secondary to consideration of economic status. There is no justification for the main focus of attention, relative to a study of this sort, being placed upon whether the members of the group are employed. Such an emphasis precluded a view of the whole individual and the whole problem. With many of the blind, employment becomes a fetish, it assumes proportions entirely out of keeping with the physical exhaustion, mental anxiety and emotional stress it may occasion. Such a one-sided criterion of adjustment has been in part super-imposed by the sighted whose concern in some instances has been with relieving society of economic responsibility for potential dependents, rather than with the meaning of employment to blind persons from the standpoint of personal satisfactions and normal community adjustments. It is not to be denied that employment plays its part in the adjustment of the whole individual, if and when it has not been secured at the cost of so much physical and mental stress that the individual's residue of energy is insufficient to carry it through for more than a short period of time. Nevertheless, many persons wholly or partially self-

# Post-World War I History of the Blind -- Social Status

## Introduction

The history of the blind in the United States is in many ways secondary to the consideration of economic status. There is no justification for the main focus of attention, relative to a study of this sort, being placed upon aspects of the history of the blind and employment. Such an approach precludes a view of the whole individual and the whole problem. With many of the blind, employment becomes a fetish, it assumes proportions entirely out of keeping with the physical expansion, mental growth and emotional status in any case. Such a one-sided criterion of adjustment has been in fact super-imposed by the sighted whose concern in some instances has been with relieving society of economic responsibility for potential dependents, rather than with the meaning of employment to blind persons from the standpoint of personal satisfaction and human community adjustment. It is not to be denied that employment plays its part in the adjustment of the whole individual, it is when it has not been secured at the cost of so much physical and mental stress that the individual's residue of energy is insufficient to carry it through the more than a short period of time. Nevertheless, many persons wholly or partially self-



supporting, cannot be imagined by any criterion other than current economic independence of a purely bread and butter sort, to be, ipso facto, well-adjusted.

Adjustment is too often measured by superficial standards; too often the sighted, unaware of the ramifications certain situations may have emotionally or physically for the blind, measure the adjustment of the blind by their own peace of mind in regard to it. There is in the situation something of the Christmas-basket-for-the-poor philosophy; it does the giver a great deal of good; it may feed the body of the poor recipient; one cannot be sure about his soul.

In the area of social adjustment considered in this chapter, there is less tendency among the majority of blind individuals to push forward toward a goal projected into or imposed upon, their lives by the sighted. Instances are found, and were found in this study, of blind persons to whom social acceptance on a sighted level was of major motivating importance. It would appear, in many instances, that the motivation is not altogether wholesome. One may question how much real pleasure the blind persons who professed to enjoyment of football, baseball and basketball, actually got from attending such games, if pleasure is measured in terms of participating actively in anything relative to the game itself. Of course, there are the shouting and the tumult, the music of the band and the excitement in the air. But a bull fight or a good fire would provide almost as much pleasure of that

supporting, cannot be limited by any arbitrary time limit  
 a survey of economic conditions in a given year and quarter  
 and, as we, last time, will adjust.

Adjustment is too often restricted by arbitrary standards;  
 too often the rigid, narrow of the traditional standards  
 adjustment may have something to say especially for the blind,  
 because the adjustment of the blind by their own sense of  
 what is right to do. There is in the adjustment of the  
 it the adjustment of the blind by their own sense of  
 given a great deal of work; it may lead the way to the good  
 results; the result is what about the result.

In the case of mental adjustment, adjustment in this  
 matter, there is less tendency toward the majority of blind  
 individuals to push forward toward a goal projected before  
 imposed upon, their lives by the rigid, traditional and formal,  
 and were found in this study, of other persons to whom similar  
 appearance on a rigid level and of other working people  
 need. It would appear, in many instances, that the adjustment  
 is not adjustment at all. The way toward the goal is  
 pleasure the first person who proposed to adjust to  
 result, result and result, usually for the reason  
 for with time, it pleasure is needed in terms of result.  
 being actively in activity relative to the goal itself. It  
 course, there are the things and the things, the things  
 of the hand and the adjustment in the eye. But a well known  
 as a good time would provide almost as much pleasure as that



sort. The problem back of it is a serious one. It involves a whole complex of compensatory mechanisms, a set of emotional drives toward a goal that is, after all, artificial and not really desirable. The pleasure from attending athletic contests is, no doubt, the pleasure of having one's sighted friends think of one as normal. The point here is that too much energy, physical and emotional, goes into too many things that mean too little. Attempts at adjustment which spring from a sort of desperate desire of the blind to be what the sighted think they should be, will result not only in failure to meet such standards but in actual maladjustments with serious and often enduring consequences.

Because many of the blind have tried to meet these artificial standards, have expended energies disproportionate to the end to be gained, and have experienced failure and frustration, many of them resort to inactivity; they make no attempt to venture from their homes and to mingle in sighted society, they band in groups which emphasize their weaknesses rather than their strengths, their homogeneity of handicap, rather than their heterogeneity of capacity. They become "the blind". It is a fatal and unnecessary eventuality and one which this study revealed as fairly prevalent among the blind persons interviewed.

It is the intermediate course which leads to wholesome social adjustment -- a middle way between the two extremes: misdirected compensatory drives to out-see the sighted





socially, which result in exhaustion or frustration, and passive inactivity which results either in the isolation of the individual or the segregation of the group.

With these considerations in mind, we present the findings of the study relative to the social status of the pupils.

### The Individual

#### General Health

Just as it is "hard for a hungry citizen to be a good citizen" so it is hard for a sick person to be a happy person, an adjusted person. In some instances found by the study, sick people were also hungry people and some were sick because they were hungry. Before considering further, however, the health situations which appeared from the study to have influenced social status either for good or ill, the findings relative to general health are shown in TABLE XXIX. It will be noted that sixteen, or forty percent were

TABLE XXIX

GENERAL HEALTH OF FORTY PUPILS SUBSEQUENT TO LEAVING  
SCHOOL

Good	Fair	Poor				
		Anemic	Tubercular	Nervous	Old	Otherwise Ill
16	8	5	1	5	1	4

in good health, the same percent were in poor health and the

socially, which results in a situation of isolation, and  
negative learning which results in the isolation  
of the individual in the organization of the group.  
This, these conditions in which, as present the time  
time of the social relative to the social status of the people.

# The Individual

## General Health

There is a tendency for a healthy child to be a good  
child, as it is said for a child person to be a healthy  
person, an adjusted person. In some instances found by the  
study, sick people were also healthy people and some were  
also healthy but were healthy. Before examining further,  
however, the health situation which appeared from the study  
to have no known social status other than poor or ill.  
The findings relative to general health are shown in Table  
I. It will be noted that almost all fifty percent were

TABLE I

GENERAL HEALTH OF WHITE BOYS, 1911-1912

SCHOOL

Good Fair Poor  
Percent 60.0 30.0 10.0

100 90 80 70 60 50 40 30 20 10 0

In this picture, the white boys were in poor health and the



remaining twenty per cent reported their health as fair.

Closer examination of the health situation of these pupils showed that of the sixteen reporting good general health, ten were males and six females. Of this number, five, four men and one woman had been among the seven adults to enter the School subsequent to losing sight late in life. Of the group whose blindness had extended back into childhood, ten reported good health. Of those reporting fair health, four were females, four were males. The group included an additional one of those who had lost their sight late in life. Among those reporting poor health, four were males, twelve, females. For the group, therefore, the health of the males was somewhat better than that of the females.

Of those reporting ill health due to anemia, three were suffering from physical conditions medically diagnosed as anemia; the remaining three used the word as synonymous with undernourished. Insufficient income was given as the reason for the malnutrition, and two of the three with diagnosed anemia said they had not been able to eat properly for many years due to poverty. One of these persons was twenty-five pounds underweight at the time the study was made. Despite a chronic lack of proper food, two of these pupils were studying for college degrees. Three of this group had graduated from the School, the other two had been there for a short time.

Those who said they were very nervous, included three

These and said that very nervous, included three



females and two males. Three of the five had graduated from the School; the remaining two had attended for short periods of time, one only six days. All of these pupils had been nervous from early childhood. In two instances the condition had been aggravated by pressures of economic insecurity. It became necessary for one pupil to be hospitalized in order that protection from financial stress be provided and recuperation from nervousness resulting from such stress, facilitated. The onset of partial deafness served in one instance to increase inherent tendencies to nervous instability. One pupil nervously ill at the time of the study had been dismissed from the School because of mental incompetence. This pupil remained in the parents' home with negligible contact with the outside world for the thirteen years subsequent to dismissal from the School and prior to the time this study was made. The remaining two persons, reported as nervous were in environments where the nervousness, as such, did not serve as a major handicap.

The pupil found to be tubercular during the post-school period, had left the School to enter a hospital for treatment of that condition and had not been well for many years.

One of the pupils was frail due to advanced age and a reported constitutional tendency to low physical resistance; colds and influenza were frequent.

Those shown in TABLE XXIX to have been "otherwise ill" were in two instances recovering from acute illness

females and two males. Three of the five had graduated  
 from the school; the remaining two had attended for short  
 periods of time, one only six days. All of these pupils  
 had been nervous from early childhood. As the treatment  
 operation had been suggested by treatment of economic loss-  
 iveness. It became necessary for one pupil to be hospitalized  
 in order that protection from financial stress be provided  
 and protection from surroundings furnished in such cases,  
 restricted. The kind of partial isolation given in the  
 instance to increase inherent tendencies to nervous im-  
 ability. One pupil returned ill at the time of the study  
 had been discharged from the school because of mental in-  
 patience. This pupil remained in the hospital room with  
 complete contact with the outside world for the duration  
 have appeared to diminish from the school and prior to  
 the time this study was made. The remaining two pupils  
 reported no convulsions were in convulsions with the nervous-  
 ness, as well, did not have as a major incident.  
 The pupil found to be hysterical during the post-school  
 period, had left the school to enter a hospital for treat-  
 ment of that condition and had not been well for many years.  
 One of the pupils was found to be nervous and a  
 reported constitutional tendency to low physical resistance;  
 could not tolerate were frequent.  
 These shown in Table XIX to have been "convulsions 111"  
 were in two instances resulting from acute illness



suffered just prior to the time the study was made, one pneumonia, the other a pulmonary condition which had required a long hospitalization. Though the pupil reported that the doctors had said it was not tuberculosis, information was not given as to what the diagnosis had been. Two others of this group were suffering from chronic conditions, present at the time of their attendance at the School for the Blind. Neither was able to engage in much activity outside of the homes, one due to a crippled condition following infantile paralysis, the other due to an illness characterized by convulsions but said not to be epilepsy. In the latter instance, every effort had been made to restore the child's eyesight through seeking the advice of several competent ophthalmologists and finally, through seeking the services of a "religious" doctor reputed to be capable of working miracles but found later to have been adding miraculous sums to his personal income with little concurrent benefit to his patients.

None of the pupils who said their health was fair were prevented because of physical disabilities, from carrying on lives of normal activity. Some said they knew they would feel better if they could find work and others said they thought they were "just discouraged". The remaining two offered no comment on their health, other than that it was fair.





Nine of those in good health were among the younger pupils while the remaining seven were over the age of twenty-five.

Findings relative to the general health of these pupils indicate health situations amenable, in several instances, to treatment or resulting from insufficient food, the supplying of which would alleviate or remove the condition.

#### Amount of Vision

Twenty-two persons had some vision at the time the study was made. This varied in amount from light perception in two instances to sufficient vision to read ink print if held close to the eyes in five instances. Thirty-three persons reported their visual acuity to be the same as at the School period; three said they could not see so well as at that time, and four said their vision had improved since their attendance at the School.

Those whose vision was reported to have been less, had experienced progressive decrease in visual acuity over a long period of years and medical prognosis indicated that further degeneration might be expected. The four whose vision had improved attributed the change to corrective glasses in two cases and to surgical and other medical treatment in the other two instances. None of the latter four had been restored to anything approximating normal sight, but in one instance that was the anticipated eventuality.

eyes of those in good health were saved the younger  
supplies while the remaining never were over the age of

twenty-five, and the majority of the cases of these supplies  
indicate that the general health of the people is  
in the process of regaining from the effects of the  
supply of which would otherwise be removed the condition.

Amount of Vision

Twenty-five persons had some vision of the eye and sight  
was made. This varied in amount from light perception to  
two instances to sufficient vision to read the paper if  
held close to the eye in five instances. Thirty-three  
persons reported that vision could be no more as at  
the school period; three said they could not see as well  
as at that time, and four said their vision had improved  
since their attendance at the school.

Those whose vision was reported to have been lost, and  
experienced progressive decrease in vision could over a  
long period of years and radical prognosis indicated that  
further degeneration might be expected. The few cases  
vision had improved attended the change to attractive  
classes in the cases and in surgical and other medical  
treatment in the other five instances. None of the latter  
group had been restored to anything approaching normal  
sight, but in one instance that was the anticipated result.



## The Individual in the Family

### Marital Status

The marital status of these pupils is shown in

TABLE XXX.

TABLE XXX

MARITAL STATUS OF FORTY FORMER PUPILS OF THE SCHOOL FOR  
THE BLIND, 1941

		Married		Single	Divorced	Separated
		Before Onset of Blindness	After Onset of Blindness			
TOTAL	40	4	9	28	1	2
Male	18	3	2	13	0	1
Female	22	1	7	15	1	1

### Number of Children

Four of those blinded in early life, had children, one, two, three and four respectively. Also four of those whose marriage had preceded the onset of blindness had children. There were one, two, four and six children in these families. One person whose blindness was congenital in origin, had two children with serious visual defects. Three pupils had adult children who were contributing to their support.

The individual on

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*[Faint, illegible text from bleed-through]*

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DATE 10/11/01 BY 60322 UCBAW

[illegible]

may still be reached

Four of them blinded in early life, and another, now, too, from the same cause. Also from the same cause, another and another the cause of blindness and children. There were one, two, three and six children in these families. The pattern whose blindness was congenital in origin, had her children with severe visual defects. Three girls and one boy, all were confined to their rooms.



## The Individual in the Home

### Living Arrangements

Sixteen of the pupils were living with one or both parents at the time the study was made and ten were living with husbands or wives. Nine were living with other relatives. Two were living in rented rooms in private homes, one was living in a rented house and one lived in a small home of his own. The remaining pupil was living in a hospital at the time of the study.

Half of the homes showed economic distress; some were very poor. One tiny shack, unfurnished with chairs, beds and having very little furniture of any kind, housed the blind pupil, four siblings and the parents. Thirteen other homes were in urgent need of repair and presented an appearance of acute poverty. The home in which one pupil had spent many years was a tiny, airless house, one half of which was rented by a family in equally distressed circumstances. The windows and doors were covered with cardboard so that neither air nor light found entrance.

In one home, the steps of which were so broken as to be dangerous even to those with the best of sight, the occupant advised the interviewer that the place was infested with rats and that the dog had been chasing them in the living room for several days. The clutter and desolation within the home were in keeping with conditions attracting rats.

The Individual in the HomeLocal Observations

Division of the people were living with one or both parents at the time the study was made and was living with parents or sisters. There were living with relatives. There were living in shared rooms in private houses, one was living in a rented house and one lived in a small house of his own. The remaining people were living in a hospital at the time of the study.

Half of the homes showed economic distress; some were very poor. One family owned, furnished with chairs, beds and having very little furniture of any kind, because the children, from clothing and the papers. There were poor people in urgent need of repair and presented an appearance of severe poverty. The home in which one person had spent many years was a dirty, cluttered house, one half of which was rented by a family in equally distressing circumstances. The windows and doors were covered with wallpaper so that neither air nor light found entrance.

In one home, the steps of which were so rotten as to be dangerous even to those with the best of sight, the occupant advised the interviewer that the place was infested with rats and that the dog had been killed. There in the living room for several days. The clutter and degradation within the house were in keeping with conditions elsewhere.



Eleven of the pupils lived in houses or apartments adequately meeting the standards of an average home. Two were well above the average.

### Type of Neighborhood

Twenty-one of the pupils lived in good neighborhoods, ones in which there was no excessive crowding and dilapidation and where yards were kept up. Of the remaining nineteen pupils, fourteen lived in very poor neighborhoods. They were neighborhoods in which houses were broken and sagging, unpainted and huddled together, or isolated in a barren yard with railroad tracks passing within a stone's throw of the house. Some lived in neighborhoods known as "questionable", while others were almost inaccessible, as well as being desolate in the extreme. Three lived in rural neighborhoods, one far from any other house and in a tiny overcrowded shack.

The picture that one got was not, on the whole, a happy one. The distress of the fourteen neighborhoods in which the houses, too, were very poor, would not seem to contribute to the welfare of the people living there. It is interesting to note, however, that six of the eleven pupils employed at the time the study was made, lived in the poorest neighborhoods.

Classes of the people lived in houses or apartments

obviously meeting the standards of an average house.

There were still other types of houses.

Types of neighborhoods

Twenty-one of the people lived in good neighborhoods,

most of whom there was an excellent working and living

condition and where people were kept up. Of the remaining

nineteen people, fourteen lived in very poor neighborhoods.

They were neighborhoods in which houses were broken and

neglected, unpainted and outdated together, or isolated in a

large yard with neglected houses grouped within a square

block of the house. Some lived in neighborhoods known as

"questionable", while others were almost lawless, as

well as being located in the extreme. These lived in rural

neighborhoods, and few from any other source and in a city

overcrowded area.

The picture that was seen, on the whole, was

happy one. The distress of the fourteen neighborhoods in

which the houses, the very poor, while not seen to

contribute to the picture of the people living there. It is

interesting to note, however, that all of the above people

employed at the time the study was made, lived in the

poor, lawless



The Individual in the Community

Clubs and Organizational Affiliations and Attendance

TABLE XXXI

CLUB AND ORGANIZATIONAL AFFILIATIONS OF FORTY FORMER  
PUPILS OF THE SCHOOL FOR THE BLIND, 1941

	Total Persons	Church	Religious Organizations	Civic Group	Professional Clubs	Social Organizations, With Sighted	Social Organizations Blind Only	None
TOTAL	40	16	11	3	3	6	13	19
Male	18	2	2	2	2	1	5	11
Female	22	13	9	1	1	4	8	8

There was overlapping of activities, that is, one person may have belonged to several organizations. One male, for instance, belonged to four professional organizations, one civic group and two social organizations with sighted membership. Three of those with church affiliations belonged to no other organizations, an additional three belonged to religious organizations in the church also but had no other group contacts. The three persons belonging to professional clubs had other club affiliations as well. Eight who

The Individual in the CommunityTable and Psychological Activities and Attitudes

TABLE XXII

THE AND SOCIOMATHEMATICAL ACTIVITIES OF WOMEN  
 IN THE CHURCH FOR THE YEAR, 1941

Group	General Interest	General Interest	General Interest	General Interest	General Interest	General Interest	General Interest
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10

There was overlapping of activities, that is, the persons may have belonged to several organizations, the same, for instance, belonged to two professional organizations, one civic group and two social organizations were assigned membership. Three of those with church affiliations belonged to no other organizations, an additional three belonged to religious organizations in the church also but had no other group contacts. The three persons belonging to professional groups had other group affiliations as well. About the



belonged to social organizations for the blind only, belonged to no other organizations.

From TABLE XXXI we note, then, that nineteen or forty-seven per cent of the pupils had no club or organizational affiliations and from interpretation of the findings relative to membership in social organizations for the blind only, it is found that eight or twenty per cent more, had no affiliation with any sighted group. In addition, there is the matter of attendance, as belonging to an organization and attending its meetings are often two different affairs.

Eleven of the persons with church affiliations went at least once a month; six went every week. Those belonging to religious organizations all attended the majority of the meetings and social events. Likewise, those having membership in civic and professional groups maintained average attendance. Those belonging to social organizations with the sighted were present at most meetings, while those belonging to social organizations for the blind only had difficulty at times in arranging transportation or in otherwise making arrangements to attend the meetings. Eight were quite regular in attendance.

Several of the pupils commented that they never went to church anymore. One said that "all the churches want is to get you to do something for them for nothing". Another felt herself unwelcome in the church where she had once sung in the choir; so she listened to church services over the radio.

belonged to social organizations for the blind only, and

belonged to no other organizations.

From this list we note, then, that nineteen of forty-

seven per cent of the pupils had no other organizational

affiliation and from investigation of the findings

relative to membership in social organizations for the blind

only, it is found that about one twenty per cent were, and no

affiliation with any other group. In addition, there is

the matter of attendance, as indicated in an organization

and attending the meetings are often two different things.

Review of the persons with chronic afflictions went on

least once a month and every year. Those belonging to

religious organizations all attended the majority of the

meetings and social groups. However, those having medical

help in their and professional groups maintained average

attendance. Those belonging to social organizations with the

highest were present at most meetings, while those belonging

to social organizations for the blind only had difficulty as

shown in attending the meetings in the various cases.

arrangements to attend the meetings. Little was done

regular in attendance.

Review of the pupils' comments that they were not so

much surprised. One said that "all the responses were so to

see you to go something for her for nothing". Another said

that it was not in the group where she had been and in

the group; so she listened to what others had to say.



"I was poor, and blind -- and people are snobbish", she said.

Organizations to which the pupils belonged included: The Lion's Club, the Junior Chamber of Commerce, The Community Playhouse Organization, The Woman's Club, the Eastern Star, the Rebekah Lodge, the Homemaker's Club as well as professional organizations related to music, education and radio operation.

#### Other Recreational Activities and Interests

In addition to organizational affiliations, some of the pupils had activities and interests not related to group activity. TABLE XXXII indicates the nature and prevalence of such activities.

As was true in regard to organizational affiliations, there was great overlapping of activities, two or three people had varied interests which were shared by no others in the group.

Greatest interest was shown in music, reading, radio, fancy work, movies, football, walking and the Kiwanis dinners for the blind.

The three who expressed interest in bead work were unanimous in wishing they were able to get beads to work with now that they are out of school. Two others expressed a desire for a typewriter.

"I am poor, and blind - and people are unkind," she

said.

Organizations in which she might be interested included:

The Blind's Club, The Junior League of America, The

Community Welfare Organization, The Women's Club, The

League Club, The Senior League, The Women's Club, The

and as professional organizations related to music, drama,

tion and radio operation.

### Other Recreational Activities and Interests

In addition to organizational affiliations, some of the

hobbies and activities and interests not related to group

activity. TABLE XXVII indicates the nature and prevalence

of these activities.

As was true in regard to organizational affiliations,

there was great overlapping of activities, two or three

people had varied interests which were shared by no others

in the group.

Greatest interest was shown in music, reading, radio,

handy work, movies, football, fishing and the friends dinner

for the blind.

The three who expressed interest in hand work were unan-

imous in stating they were able to get much pleasure from it.

Two others expressed a

desire for a typewriter.



TABLE XXXII

INTERESTS AND ACTIVITIES OF FORTY FORMER PUPILS OF THE  
SCHOOL FOR THE BLIND OTHER THAN ORGANIZATIONAL AFFILI-  
ATIONS, 1941

Activity and Interest	No. of Persons Engaged in Activity		
	Male	Female	Total
Baseball	1	0	1
Bead Work	0	3	3
Classes at Y and University	1	0	1
Card Playing	2	3	5
Chemistry	1	0	1
Collecting Canes	1	0	1
Dancing	0	3	3
Debate	2	0	3
Dramatics	1	0	1
Fancy Work - only	0	1	1
Fancy Work and reading	0	1	1
Fancy Work, reading & radio	0	2	2
Football	3	2	5
History	1	0	1
Horseback Riding	1	1	2
Kiwanis Dinners	2	5	7
Mechanics	2	0	2
Movies	2	3	5
Photography	1	0	1
Radio -- only	1	1	2
Radio and reading	1	2	3
Reading only	0	1	1
Riding (automobile)	2	1	3
Playing Musical)-at home only	2	7	9
Instruments . . )Outside home	1	3	4
Skating	0	2	2
Short Wave Radio	1	0	1
Singing	0	2	2
Talking Book Machine	0	1	1
Typing	0	3	3
Weaving	1	0	1
Writing	0	1	1
Walking	3	2	5
None	3	1	4

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

INVESTIGATE AND REPORT ON THE ACTIVITY OF FORMER PUPILS OF THE  
SCHOOL FOR THE BLIND, OTHER THAN THE MENTIONED ABOVE  
DURING 1941

Activity and Interest	Rate	Time	Total
Baseball	1	0	1
Read Book	1	0	1
Teacher at Y and University	1	0	1
Card Playing	1	0	1
Chemistry	1	0	1
Collecting Stamps	1	0	1
Dancing	1	0	1
Debate	1	0	1
Drumming	1	0	1
Family Work - only	1	0	1
Family Work and Reading	1	0	1
Family Work, Reading & Radio	1	0	1
Football	1	0	1
Golfing	1	0	1
Housework	1	0	1
Reading	1	0	1
Teaching	1	0	1
Traveling	1	0	1
Typing	1	0	1
Writing	1	0	1
Yachting	1	0	1
None	1	0	1



One of the women was knitting for the Red Cross, one enjoyed the reading of Science and Health and another preferred to confine her reading to Bible stories.

One pupil who expressed interest in singing said it had always been the chief ambition in life to be able to sing. For some reason which neither the child nor the parents understood, musical training had reportedly been denied this particular pupil at the School. It had been the child's only interest at the time according to the parents and pupil and had remained the chief interest to the time the study was made.

Instruction received at the School was responsible for much of the activity of the pupils. Reading, fancy work, bead work, playing of musical instruments as well as typing had all been learned at the School and provided means of activity in the years after school.

#### Conclusions Relative to Social Status

This was not a homogeneous group. A few were shy and ill at ease; some seemed resentful and belligerent because their life experiences had made them that way; others were charming, cultured and poised. The variety of personalities was much like that one would find in a cross-section of a sighted group.

If the "social adjustment" is taken to mean, as is commonly done in the case of the blind, the ability to mingle

one of the commonest and best known of the world, the  
 subject of the study of religion and society and another pre-  
 served as a volume for reading to this effect.

The pupils who expressed interest in religion said it was  
 always their first selection in the library. The pupils  
 who were asked which subject they liked best the most  
 religious, manual training and reportedly been asked this  
 particular pupil at the moment. It had been the child's  
 only interest at the time according to the reports and pupils  
 and had retained the child interest in the time the study  
 was made.

Instruction received at the school was responsible for  
 much of the activity of the pupils. Reading, story work,  
 hand work, playing of musical instruments as well as other  
 and all were learned at the school and provided means of  
 activity in the years after school.

#### Community Relative to Social Studies

This was not a homogeneous group. A few were shy and  
 it at once some seemed thoughtful and intelligent because  
 their life experiences had made them that very thing were  
 thoughtful, collected and quiet. The variety of personalities  
 was such that the study was in a broadness of a  
 slight group.

It was "social adjustment" is taken to mean, as in  
 community here in the case of the child, the ability to adjust



with sighted people in an acceptable way, the majority of the group was adjusted. If, however, social adjustment implies actually mingling with the sighted on more than isolated occasions, living among sighted people, accepting them and being accepted by them -- then some question might be raised from the findings of this study. There appears to have been a difference between the integration within the personality itself and the integration of the personality within the group. It leads to the conclusion that the social difficulties which some, not all, of the pupils experienced were due, not so much to a dearth of personal potentialities for social adjustment, as to a lack of stimulating opportunities within the environments. Whether as children, these pupils were inhibited in social contacts and whether, again, at the School their social contacts were so few as to afford little opportunity for the development of social initiative, is difficult to determine, but in either or neither event the major social problem within this group, appeared to be in many instances, environmental. Either there were no opportunities within the community for association with sighted people in activities they mutually enjoyed, or the blind people had no way to get to them. One of the problems mentioned by several of the pupils, was the difficulty of getting to meetings and other social gatherings, especially in places strange to them.

It is necessary, therefore, in attempting an appraisal

with related people is an acceptable way, the activity of the group was adjusted. It, however, social adjustment facilities actually mingling with the related on more than isolated occasions, living among related people, accepting them and being accepted by them — from some question might be raised from the findings of this study. There appears to have been a difference between the interaction within the personality itself and the integration of the personality within the group. It leads to the conclusion that the social difficulties which some, not all, of the people experienced were due, not so much to a defect of personal potentialities for social adjustment, as to a lack of stimulating opportunities within the environment. When people were involved in social contacts as children, these people were involved in social contacts and adults, again, at the school their social contacts were so far as to afford little opportunity for the development of social initiative, in addition to determine, but in either or neither cases the social growth within this group, appeared to be in many instances, environmental. Since there were no opportunities within the community for association with other people in activities they actively enjoyed, or the other people had no way to get to know them, the children mentioned by several of the people, was the difficulty of getting to meetings and other social contacts, especially in places strange to them. It is necessary, therefore, in attempting to understand



of the social adjustment of these pupils, to look beyond the individuals themselves, into their environments. It is the whole picture that matters and in regard to it, some conclusions can be drawn.

Findings of the study relative to the social status of the pupils revealed their situations characterized by:

1. Inactivity
2. Isolation
3. Segregation

Reexamining these characteristics more fully, certain contributing factors appear to have been present in the individual or his environment which created these situations and fostered their growth. These we shall consider in more detail.

#### Inactivity

As noted in TABLES XXXI and XXXII nineteen of the pupils reported that they belonged to no organized groups and four said they had no personal interests or activities. Of the pupils who reported activities, many of them were such as were conducive of sedentary habits and allowed either physical or mental lethargy. Reading, listening to the radio, knitting, crocheting, bead work all required no adequate amount of physical activity and since so many of the pupils who were interested in reading, radio and fancy work had few, if any, other interests, the aggregate inactivity is apparent.

of the social adjustment of these pupils, to look beyond the individual's immediate, into their environment, is the whole picture that matters and is taken as is.

Some conclusions can be drawn.

Findings of the study relative to the social status of the pupils revealed that situations characterized by:

1. Inactivity
2. Isolation
3. Segregation

Examining these characteristics more fully, certain

contributing factors appear to have been present in the individual's environment which created these situations and hindered their growth. These are well outlined in more detail.

### Inactivity

As noted in TABLE III and VIII, inactivity of the pupils was reported that they belonged to an organized group and that said they had no personal interest in activities. Of the pupils who reported inactivity, many of them were such as were considered as sedentary pupils and others as being passive or mental lethargy. Reading, listening to the radio, writing, crocheting, and all reported no adequate amount of physical activity and since so many of the pupils who were interested in reading, radio and sewing were not too, it may, other interests, the adequate level of activity is apparent.



For either sighted or blind persons to become adjusted in a given situation, a certain amount of physical activity is necessary both for physical and mental health. Several of the pupils appeared listless, others seemed stationary as if a part of the room. Some were not allowed even the activity of making their own replies to the interviewer's inquiries.

To this physical inactivity was added, in many cases, a sort of emotional passivity, much more injurious than the physical inertia. Some of them spoke of having had abundant energy at the time they left School but the years had brought vocational frustrations, economics distress and little that pointed toward change. Those who offered any analysis of this situation remarked that it was much easier to do nothing than to try to do something and fail. Some said that they felt sure there were things they could do but that either the resources were limited or means to get to them were not available. The result to them was the same in any case.

Ventures into the sighted world had been difficult because of the attitudes of sighted people; the patronizing curiosity, the vast silences that sighted persons let "happen" when in the company of the blind, accompanied by the feeling on the part of the blind that they were talking into a vacuum, conditioned the blind pupils against seeking contacts with sighted people. A few were aware of certain hostilities within themselves toward sighted people, a sense of distrust

for either sighted or blind persons to become adjusted to a given situation, a certain amount of physical activity is necessary both for physical and mental health. However, of the pupils observed in this study, there seemed absolutely as if a part of the room. Some were not allowed even the activity of walking freely over the floor in the interest of health.

To this physical inactivity was added, in many cases, a sort of emotional instability, much more injurious than the physical inactivity. Some of these pupils of fairly good amount of energy at the time they left school but the years had brought vocational frustration, pronounced distress and little else pointed toward change. Those who offered any resistance to this situation remarked that it was more severe to do nothing than to try to do something and fail. Some said that they felt sure that were things they could do but they were not. The resources were limited or none at all to them were not available. The result so far was not even in any way. Ventures into the physical world had been difficult because of the attitudes of sighted people; the accompanying hostility, the vast distances that sighted persons for "help" when in the company of the blind, accompanied by the fact that in the past of the blind they were taken into a room, confined the blind pupils against seeking contacts with sighted people, a few were aware of certain possibilities within themselves toward sighted people, a sense of direction



and suspicion. Not many, however, felt the relationship to be a two-way process. It has always been necessary for the blind person to go far more than half way in making social contacts with the sighted satisfactory, and that is something many blind persons either do not realize or do not accept.

Inactivity, therefore, served to many as a cloak to hide feelings of inferiority, inadequacy and frustration and as armour to shield them from embarrassment, disappointment and pity.

The question as to which is cause and which is effect -- the inactivity or difficulties in adjusting in a sighted world is a complex one. The problem remains, however, one of the major considerations relative to the social status of the blind.

### Isolation

Isolation is meant here to mean personal separation from the company of others, blind or sighted. There are two kinds of isolation brought out by the study: physical and psychological. In the former, many persons were found to sit alone hour after hour and most of the hours of most of the days, with a Braille book or a radio and some hand-work now and then. There was a tendency on the part of some to be annoyed by intrusion of a person from the outside world, an annoyance connected in no way with who or what intruded, but with the mere fact of intrusion.

and confusion. For many, however, this is the only way

to be a two-way process. It has always been necessary

for the blind person to be in some way in contact

social contacts with the sighted world, and this is

something many blind persons seem to be failing to do

not accept.

Instead, therefore, turned to many as a door to

the feelings of inferiority, instead of a door to

and as shown in the case of the blind person, this is

ment and pity.

The question as to which is better and which is worse --

the necessity of being in contact with the sighted

world is a complex one. The problem itself, however, the

of the major considerations relative to the social status

of the blind.

### Isolation

Isolation is meant here to mean complete separation

from the company of others, blind or sighted. There are

two kinds of isolation possible and by the same physical

and psychological. In the first, many persons who think

to sit alone for other than the sake of the peace of mind

of the day, with a Braille book or a radio and some paper.

There is a tendency on the part of

some to be annoyed by intrusion of a person from the outside

side world, an annoyance connected in no way with the

what included, but with the lack of isolation.



In such instances it seems probable that the individuals have resorted to two of the traditional refuges of the blind, day-dreaming and phantasy. The isolation of these blind persons was not in all cases currently due to the impossibility of having social contacts, but a habit of isolation had grown up over a period of lean years and when an opportunity for contact did project itself into the routine seclusion, it was repulsed.

The habit of isolation permits magnification of the importance of the handicap, till the person may come to think of himself as the handicap itself. He is encouraged in this telescoping of emphasis, by the similar attitude on the part of many sighted persons.

The problem of isolation such as shown by many of the pupils studied, is a complex one. It has resulted as the harvest due to long sowing by many hands and cannot be easily or quickly uprooted. In this area, much preventive work can be done in schools for the blind, in fostering group activities and social consciousness and in discouraging the inclinations of blind children to seclude themselves from their companions.

### Segregation

The third characteristic of the social situations of the pupils studied and one with serious consequences, is segregation. Segregation as used here is the separation of the blind as a group from the sighted. Much has been

in such instances it seems probable that the individuals have resorted to two of the traditional roles of the blind, day-dreaming and gossiping. The isolation of these blind persons was not in all cases strictly due to the impossibility of having social contacts, but a result of isolation had grown up over a period of years and when an opportunity for contact with people is offered the social isolation, it is refused.

The table of isolation presents a picture of the importance of the handicap, with the person who seems to him at himself as the handicap itself. It is emphasized in this relationship of handicap, by the similar attitude on the part of many sighted persons.

The problem of isolation seems to arise in many of the people studied, is a complex one. It has resulted as the result of the long feeling of being handicapped and cannot be easily or quickly overcome. In this area, much investigative work has been done in connection with the blind, in connection with activities and social contact and in connection with the isolation of blind children to exclude themselves from their activities.

### Integration

The blind characteristics of the social situation of the people studied and one with various handicaps, is integration. Integration is not only in the separation of the blind as a group from the sighted, but the term



accomplished in doing away with segregation of physically defective groups but the end is not yet. Encouragement is given segregation both by the sighted and the blind themselves. In their own groups, they feel more at ease, less fearful of embarrassment due to awkward mishap and free from the curious inspection of the sighted. It is a "line of least resistance" to associate with the fellow-blind.

On the other hand, the sighted tend to promote segregation of the blind into a group. It is well understood that the intentions of sighted groups which entertain the blind in groups at dinners and at picnics, are excellent. They are simply misdirected. Such "philanthropies" merely widen the gap between the sighted and the blind. They produce the "We" and the "They" of the relationship. True, some of the blind persons interviewed expressed pleasure in such gatherings and it is probable that, for some, it is possible to be impervious to the wall of partition thus being built up. For most, however, such occasions are unwelcome, though many who thus consider them, attend them, in a feeling of hesitancy lest the feelings of sighted persons be hurt. When the cost and effort of such activities is considered, the feeling is increased that much more constructive use could be made of the time and money on behalf of blind people. There is much latent in the

accomplished in that they will separation of completely  
 defective groups but the end is not yet, arrangements  
 is given separation test by the blind and the blind  
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 from their own conscious inspection of the situation. It is a  
 "time of latent resistance" to associate with the fellow-  
 blind.

On the other hand, the sighted tend to promote separa-  
 tion of the blind into a group. It is well understood  
 that the intentions of sighted groups often enter into the  
 mind in groups of blind and at points, are established.  
 They are simply accepted, such "philanthropic" activity  
 within the gap between the sighted and the blind. They give  
 rise to the "yes" and the "no" of the relationship. Thus,  
 some of the blind persons interested expressed pleasure in  
 such activities and it is probable that, for some, it is  
 possible to be responsive to the will of separation from  
 being built up. For some, however, such activities are un-  
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 persons is hurt. When the cost and value of such activity  
 is considered, the feeling is increased that what  
 more constructive use could be made of the time and money  
 on behalf of blind people. There is much latent in the



situation that connotes greater needs on the part of the sighted benefactors than of the blind recipients, and it is to be hoped that such needs can find satisfaction in some expression more constructive to those whose interests are sincerely intended as the focus.

The blind movement is widely seen today. One can find the sightless eye in contact with crippled and the physically deformed, standing or standing apart in the pavements of our urban scene at dinner time and there is not the remotest, and not the faintest ray, of sympathy given, exhibited that person going about with eyes closed or standing in a crowded street, wearing a picture bearing the prominent statement: "I am blind," and looking out a battered eye.

Civilization has advanced and education has progressed; groups interested in the welfare of the blind have sought to know what manner of people these blind folk really are, how they are and how they are not; their needs, their wants, their differences from the other, with various methods and agencies, carrying experience and education. They have found that the sightless eye is not a mere physical condition

in some expression more comprehensive to times when later-  
 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1041 1



## CHAPTER XI

### Post-School History of Forty Former Pupils of the Nebraska School for the Blind -- Economic Status

#### Introduction

Time was when the blind were beggars on the streets, when they stood at the doors of churches and public buildings asking alms. That was a time when the blind were victims of a philosophy which assumed their abilities and capacities to be in direct ratio to their visual acuity.

The blind mendicant is seldom seen today. Now and then the sightless may be found along with cripples and the physically deformed, standing or crouching inert on city pavements or near church doors at service time but there is not the prevalence, noted not too many years ago, of poorly clad, emaciated blind persons going about from door to door or standing on a crowded corner, wearing a placard bearing the redundant statement: "I AM BLIND.", and holding out a battered cup.

Civilization has advanced and education has progressed; groups interested in the welfare of the blind have sought to know what manner of people these blind folk really are, have come to know that they are more than sightless eyes, that each is different from the other, with varying aptitudes and capacities, varying experiences and ambitions. They have found that the prognosis for satisfactory social and economic

Post-school history of the  
 economic status of the blind --

Introduction

There was when the blind were regarded as the outcasts,  
 when they stood at the doors of churches and public buildings

long ago. There was a time when the blind were  
 victims of a philanthropy which assumed their helplessness and  
 regarded them as in a state of helplessness.

The blind movement is a new thing. It is  
 that the blind may be found along with sighted and the  
 physically handicapped, standing on the same level as sighted  
 persons or near them. It is a new thing that there is  
 not the separation, noted for many years ago, of sighted  
 and blind persons. It is a new thing that there is no  
 standing on a pedestal, seated in a special building,  
 the blind movement "I am blind," and isolated and a

patented cup.

Civilization has advanced and civilization has progressed;  
 groups interested in the welfare of the blind have sprung up  
 from all corners of the globe. These blind men really are, now  
 come to know that they are not blind men, they are men,  
 and are different from the rest, with varying abilities and  
 capacities, varying experiences and ambitions. They have  
 found that the progress for handicapped social and economic



adjustment depends, not on how much or how little vision he may have as much as on concomittant strengths, weaknesses and pressures within the individual and his environment.

From the economic standpoint, the vocational aptitudes of the blind are only beginning to be understood and utilized. For generations it was supposed that there were certain things the blind could do; they could make brooms, weave baskets, tune pianos and approximate with varying success acceptable performance on musical instruments. They could make mats, cane chairs and work with beads. A few gifted persons could aspire to teaching or to law and there were eminent examples from those professions and from others. Residential schools for the blind, adhering to the common fallacy that the blind were foreordained and predisposed to become broom-makers, piano tuners or the like, set about with good intention, to pour the human material that was their blind pupils into certain molds and to turn them out at last, equipped to do what every blind person would be trained to do at such schools. The wastefulness, not only in human energies and time, but in expenditures of funds allotted for the education of the blind, was enormous. There was a widespread application of the truism, "You can lead a horse to water, but you can't make him drink". Blind persons are not different from sighted in the difficulty they encounter in applying themselves to something they dislike. The only

adjustment depends, not on how much of new little vision  
 he may have as much as on economical structure, such-  
 ness and pressure which the industrial and the economic  
 want.

From the economic standpoint, the vocational activities  
 of the blind are only beginning to be understood and utilized  
 for generation it was supposed that there were certain things  
 the blind could do; they could make books, make papers,  
 turn pianos and approximate with varying success according  
 to the amount of manual instruments. They could make paper,  
 make a little and work with books. A few fitted systems  
 could adapt to teaching or to law and there were others  
 examples from those professions and from others. Industrial  
 examples for the blind, relating to the common belief that  
 the blind were impoverished and practiced in some pro-  
 mising, piano makers or the like, but about with some inter-  
 est, to show the many material things that blind people  
 into certain fields and to show them out at last, equipped  
 to do what every blind person would be pleased to do at  
 all schools. The vocational, not only in human structure  
 and time, but in the adaptation of things adapted to the edu-  
 cation of the blind, are numerous. There was a widespread  
 application of the truth, "You can lead a horse to water,  
 but you can't make him drink". Blind persons are not  
 different from others in the ability they possess in  
 applying themselves to acquiring any skill, the only



difference relative to pupils in many schools for the blind, was that industrial training of a sort distasteful, in some instances, and unsuited to capacities in others, became a compulsive activity. If the blind were to hope for self-support, their hope must of necessity be stayed in acquiring excellence in something which, in many instances, they heartily disliked. To make a good broom, as well as to be a good doctor, and to make good brooms over a period of years as well as to maintain and improve professional medical skill, requires interest in one's job, satisfaction in the results.

A study made by the writer in 1938, of the vocational problems of 103 pupils in the high school classes of the Nebraska and Illinois State Schools for the Blind as well as of, for comparative purposes, the vocational problems of 153 sighted pupils in two Illinois high schools, certain discrepancies between training and vocational interest were noted. For instance, while seventy-nine per cent of the blind boys could play one or more musical instruments, only ten per cent expressed an interest in doing so. Likewise only nine per cent of the more than eighty per cent trained in piano tuning indicated interest in it. On the other hand, while little training and instruction had been received in either field, over fifty per cent of the blind boys expressed vocational interest in chemistry and playground directing.

disturbance relative to pupils in many respects. In the first place, the industrial training of a blind student, in some instances, has resulted in a complete loss of self-reliance, and the student has become a complete invalid. If the blind were to have the self-reliance, there would be no necessity for the industrial training in some cases, in many instances, they are nearly blind. To have a good school, as well as to be a good teacher, and to have good rooms over a period of years as well as to maintain and improve professional skills and ability, requires interest in one's job, satisfaction in the results.

A study made by the writer in 1920, of the vocational problems of 100 pupils in the high school classes of the Kentucky and Illinois State schools for the blind as well as of, for comparative purposes, the vocational problems of 100 sighted pupils in two Illinois high schools, reveals discrepancies between training and vocational interest were noted. For instance, while seventy-nine per cent of the blind boys could play one or more musical instruments, only ten per cent expressed an interest in doing so. Likewise only nine per cent of the boys knew exactly how best trained in piano playing indicated interest in it. On the other hand, while fifty percent of the blind boys had been involved in athletic training, only twenty per cent of the blind boys expressed vocational interest in athletics and fifty percent in business.



Recent trends in education of the blind allow for counseling along vocational lines and for specialization along the lines of individual interests and aptitudes.

Evaluation of the findings of this study relative to the economic status of the forty pupils studied, is difficult for several reasons: first it was impossible to know in terms of dollars and cents just what the individual's income, resulting from his own labors, actually was. Replies were, in many instances vague, evasive -- "Oh, I make a little now and then", or "I earn part of my own living". Others said: "I think I've done pretty well considering everything" or "Yes, I sold sixty pounds of candy last Christmas time". The sixty pounds of candy and employment now and then had meanings relative to economic status and personal adequacy for the blind individuals, but served as poor criteria for an objective evaluation of the economic situation in each case. It was impossible to know in some instances whether the pupil felt apprehensive lest, if he mention an occasional dollar earned from the sale of patent medicine or Christmas cards, he might find himself bereft of his assistance check, and therefore held back mention of the venture and its recompense. In other instances, there seemed some question as to whether a need for appearing adequate and economically secure, did not give rise to reports of income, more real in imagination and desire, than in fact.

The second difficulty encountered in attempting evalua-

Recent trends in education of the mind after the  
 commencing along vocational lines and for specialization  
 along the lines of technical interests and aptitudes.  
 Evaluation of the findings of this study relative to  
 the economic status of the forty pupils studied, in diffi-  
 cult the general impression that it was impossible to know in  
 terms of dollars and cents just what the individual's income,  
 resulting from his own labor, actually was. Pupils said,  
 in many instances, "I don't know," "I don't know a thing  
 new and then," or "I don't care at all about it." Others  
 said, "I think I've been pretty well acquainted with it."  
 or "Yes, I don't know much of it, but I know it."  
 The study founds at many and requires not only the  
 meaning relative to economic status and personal ability  
 for the kind individuals, but serves as good evidence for  
 an objective evaluation of the economic situation in each  
 case. It was impossible to know in some instances whether  
 the pupil felt a responsibility for it or not as an individual  
 matter, but the study itself reveals at the same time  
 and therefore helps solve the problem of the future and its  
 preparation. In these instances, there seems to be  
 as to whether a need for special aptitudes and personality  
 occurs, and not the case in terms of income, which was  
 in imagination and desire, then in fact.  
 The second difficulty encountered in attempting studies



tion of the findings lies in the fact that many of the pupils were inclined to generalize about the amount of time during which they had been employed after leaving school. As in the case of income, answers were often so vague as to make tabulation difficult. They were often colored by resentments, frustrations and despair. Occasionally, there was self-pity and defensiveness. Some said they had "Not had a day's work since they left the School", while others reported employment on an almost twenty-four hour a day basis. On the whole, it would appear however, that optimum reports were given in the majority of cases.

### Work History

#### Amount and Nature of Gainful Occupations

The majority of the pupils reported some gainful employment since leaving school; perhaps it was a day or two now and then, or the uncertain business of selling candy from door to door, but the study showed that a great variety of efforts had been made toward self-support. Although much that is revealing in regard to the situations of the pupils relative to employment, eludes statistical presentation, TABLE XXXIV may give an idea as to what per cent of the time these persons had been gainfully occupied since leaving school. The column showing 0 per cent includes the four females married either at the time of entering the School or shortly after leaving it and since engaged in housework in their





homes, as well as three pupils who had been engaged in consecutive study since leaving the School. I may help, in making clear how optimistic the reports were in regard to employment, to point out that one of those listed as having employment for from seventy-five to one hundred per cent of the time since leaving school, had been engaged in making mats and selling them from door to door. That, over a period of twelve years looks more hopeful statistically than it actually was. The territory accessible to the blind person, is relatively limited and a community does reach the saturation point in mat consumption. The mat lasts the purchaser much longer than the dollar does the salesman. It lasts so well, in fact, that the blind person is apt to appear at the purchaser's door at some later date and there will be the mat, sturdily defiant, as good as new. They are good mats: the material is good, they are well made and like the "better mouse trap", they will bring the world to the maker's door -- when mats are needed. It is that waiting till something is needed that complicates much of the business of door-to-door selling. It was impossible to discover what the income from the twelve years of mat-making was; it seems hardly probable that the income, minus expense of materials, netted an amount approximating needs of the individual. On the other hand, one of the remaining two persons shown in TABLE XXXIV to have been employed for from seventy-five to one hundred per cent of the time, was gain-

however, as well as three families who had been engaged in  
 consecutive work since leaving the school. I was left  
 in addition about the statistics the reports were in regard  
 to employment, to which the fact was of course listed as  
 having employment for from seventy-five to one hundred per  
 cent of the time since leaving school, had been engaged in  
 making hats and selling them from door to door. That, over  
 a period of twelve years, had been very unprofitable  
 than it actually was. The statistics necessary to the blind  
 person, is relatively limited and a community does not  
 the situation being in that condition. The hat trade the  
 purchaser must forget when the dealer does the salesman.  
 It is not so well, in fact, that the blind person is not to  
 appear at the purchaser's door as when a dealer calls and there  
 will be the hat, sturdily made, as good as new. They  
 are good hats, the material is good, they are well made  
 and like the "cotton-wool" type, they will hold the shape  
 for the dealer's home -- when hats are needed. It is that  
 which will something is needed that something must be  
 the business of door-to-door selling. It was impossible to  
 discover what the income from the dealer's work was regarding  
 was; it was largely probable that the income, minus expenses  
 of material, would be about equivalent needs of the  
 individual. On the other hand, one of the remaining two  
 persons known to have been employed for from  
 seventy-five to one hundred per cent of the time, was said-



fully occupied on a full-time salaried basis for the entire time since graduation from college. He finished the eighth grade at the School, took his high school work elsewhere and completed work for, and received, both his Master's and Doctor's degrees. The last of the three whose employment covered the larger part of the post-school period, was engaged in making and selling rugs, brooms and brushes. He lost his sight after maturity, due to poisoning from the fumes of crude oil in the railroad shops in which he worked. A few years later, there was a Lighthouse for the Blind set up in the city where he lived. There he worked making rugs and brooms till the Lighthouse closed. Then he started work in a biscuit factory, pulling pans from the conveyors. That employment lasted three years, until the introduction of mechanical devices eliminated the need for his services in that capacity. He worked on at the factory, however, packing crackers. All this time, he was making and selling rugs during his free time from the factory. Through the head of the Department of Education for State Institutions under the Board of Control, he obtained a broom machine from the School for the Blind, and began the serious business of making and selling brooms. These and the rugs, he was still selling profitably at the time the study was made. Besides the favorable factors of many years of sight prior to the onset of blindness, the interest and assistance of the State Departments of Education for State Institutions and of

This occupied on a full-time basis for the  
 entire time since graduation from college. He finished  
 the eighth grade at the school, took his high school work  
 elsewhere and completed with top, and received, with his  
 master's and doctor's degrees. The last of the three whose  
 employment covered the latter part of the post-graduate period,  
 was engaged in making and selling rugs, brooms and brushes.  
 He lost his sight after working, due to poisoning from the  
 fumes of smoke oil in the railroad shops in which he worked.  
 A few years later, there was a telephone for the blind set  
 up in the city where he lived. There he worked making  
 rugs and brooms till the telephone closed. Then he started  
 work in a electric factory, getting away from the country.  
 That employment lasted three years, until the introduction  
 of mechanical devices eliminated the need for the services  
 in that capacity. He worked on at the factory, however,  
 making stoves. At this time, he was making and selling  
 rugs during his free time from the factory. Through the loan  
 of the Department of Education for State Institutions from the  
 the Board of Control, he obtained a broom machine from the  
 school for the blind, and began the serious business of making  
 and selling brooms. There and the rug, he was still selling  
 the machine at the time his study was made. Besides the  
 personal labors of many years of sight prior to the onset  
 of blindness, the interest and assistance of the State  
 Department of Education for State Institutions and all



Vocational Rehabilitation, this pupil, who attended the School a few months several years after loss of vision, showed determination, initiative and courage. His home life was normal, his outlook on life optimistic, but not of the "beautiful-day-to-be-glad-in" sort. The lives of the three pupils, showing the highest proportion of time spent in gainful occupation since leaving the School, differed widely in all but two things: courage and perseverance. Those are the things which constitute "the news behind the news" which no table can disclose and they, in the aggregate, constituted the heart of this study.

TABLE XXXIII

PROPORTION OF TIME, BY PER CENT, SPENT BY PUPILS IN GAINFUL OCCUPATION SINCE LEAVING THE SCHOOL FOR THE BLIND

	Per Cent of Time Gainfully Occupied				
	0	1-24	25-49	50-74	75-100
TOTAL	40	17	5	12	3
Male	18	5	2	6	3
Female	22	12	3	6	0





The gainful undertakings of the pupils encompassed a wide variety of occupations as shown below.

Belt Making	Radio Repairing
Braille Proof Reading	Rug Making
Braille Instruction	Selling
Braille Transcribing	Candy
Broom Making and Selling	Christmas Cards
Cement Mixer	Papers on Street
Chicken Raising	Patent Medicine
Cleaning (NYA office)	Novelties
Clerical (Office)	Shoe Repairing
Clerk, store	Singing, Cafe, Vaudeville
Farming	Teaching
Housework	Piano, Private
Magazine Selling	Piano, School
Mat Making and Selling	School
Mechanic	Tuning, Piano
Newspaper Soliciting	Washing
Organist, Church	Waiting Tables
Organist, Theater	Weaving
Pianist, Vaudeville	

Comments of the pupils relative to experiences in gainful occupations throw light on the problems this group encountered in finding and keeping employment. The comments were made, for the most part, without rancor; few felt that "the world owed them a living", and several related experiences with refreshing touches of humor which made it hard to realize that these were the experiences which had left many of them unemployed and without a sufficient quantity of daily bread.

In music there had been struggles. Employers were not willing to consider them nor to give them an audition. What if they did have a sighted boy sitting beside them to tell them the changing subjects of the pictures -- they could never keep up, the managers were sure. Not even a week's





trial free of cost brought acceptance of the offer in most instances. Sometimes it did and success followed, but the talking movies came along and theater organists were no more in demand. The work had been demanding, required a varied repertoire and a quick mind. The sighted find it difficult to appreciate, they said, what learning music note by note from Braille would mean. The demands upon blind musicians were found to be greater even than those on sighted ones -- and the remuneration smaller. One pupil related experiences with playing in mortuaries for funeral services. The fee for sighted organists was five dollars; the blind musician was given three. If musicians were needed for parties or for entertainments otherwise, it was taken for granted they would play for three to five dollars less than sighted musicians. The necessity for being not only as good but much better than sighted performers was referred to by several of the pupils. After Alec Templeton began to be heard on radio the sighted public held him up as an example for the blind. The standard set for them was above that usually achieved by sighted musicians, working under much less strain.

In teaching music, similar difficulties were encountered. Mothers hesitated to have their sighted children taught by blind instructors who "couldn't see their mistakes". If sighted children did not become Paderewskis





and Rachmaninoffs overnight, parents were inclined to feel it was because Miss So and So was blind. As in the area of concert work, the blind teacher was expected to offer her services for something less than sighted ones. One pupil told of experiences on an Indian reservation where the pupils were perpetually going to pay "tomorrow", but tomorrow never came. Blind musicians who had spent several years in graduate study after leaving the School found placement difficult at times; at times, impossible. Knowing that to compete at all, the blind person has to have the best possible training and lots of it, one pupil reported years of study and long hours of practice. In 1941, that pupil was unemployed. One pupil had devised a system for teaching sighted pupils by means of the use of colored cards on each of which a note had been placed. By asking the pupil the color of the card, she could tell what note the child was looking at, as each kind of note was assigned to a particular color.

One pupil related experiences in singing in restaurants, night clubs and vaudeville theaters. The work was spasmodic and poorly paid and dismissals from restaurants were frequent because patrons complained that it was revolting to have a blind person in an eating place so the musical career came eventually to an end. Music was not continuously satisfactory for any pupil included in this study subsequent to leaving school. All of those who had

and the following results were obtained on 1941  
 It was found that the results were similar to those  
 of a recent year, the time taken was expected to other  
 but several the results were from slight cases. The  
 high rate of experience on an Indian reservation where  
 the results were particularly high in 1941. The results  
 from the other cases, which included the same results  
 were in 1941, the results were similar to those of 1941  
 phasms which were at times, at times, in 1941. The  
 all this to compare it with, the results were in 1941  
 the results were similar to those of 1941, the results  
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 1941, the results were similar to those of 1941. The  
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 of 1941 were similar to those of 1941. The results  
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 the results were similar to those of 1941. The results  
 the results were similar to those of 1941. The results  
 were similar to those of 1941. The results were similar to



found in it remunerative employment for more than a few months, had subsequent training after leaving the School. This was not intended in most instances to imply so much that musical training in the School was inferior, though some pupils did comment that, at the time they studied there, there were deficiencies in the training given. The emphasis was intended more to be on the need, not only of adequate training, but of the best. Several pupils felt the training given in the School was adequate to make music a satisfactory leisure-time activity, but were inclined to feel that when it came to self support, the pupils went out inadequately equipped to meet the competition they were forced to encounter.

In teaching, as in public schools, the same unreasonable demands of sighted persons were related. Employability of a blind person, they learned, increased directly with the amount of his education. In groups where a high school education was the pre-requisite achievement, a Master's degree was the only magic key that let the blind man in; where a Master's was desirable, a Doctor's was the necessary price a blind man had to pay. Considering the tremendous expense to the individual, of such endeavors, not to mention the incomprehensible cost in nervous energy and physical strength, this was a discriminately high price to pay for a job with the same salary that the sighted man would receive.

found in its remunerative employment for more than a few months, had subsequent training with fewer advantages. This was not intended to show that the school was inferior, though that would be true, but to show that the school was not intended to be a permanent one, but a training school.

There, first were the children in the training school. The emphasis was intended more to be on the work, not only of the children, but of the staff. Several pupils took the training given in the school was intended to make them a satisfactory balance-line activity, but were intended to feel that when it came to self support, the pupils were not inadequately equipped to meet the competition they were forced to encounter.

In teaching, as in public schools, the same unchangeable standards of ability were referred. Enjoyability of a thing, they learned, increased directly with the amount of the education. In those cases a high school education was the prerequisite for enjoyment, a teacher's degree was the only safe way that the child can be; there a teacher's was desirable, a teacher's was the necessary thing a child had to say. Considerable the expense of the individual, of such education, not to mention the incomprehensible cost in various energy and physical strength. This was a characteristically high price to pay for a job with the same salary that the student would

receive.



A pupil interested in radio repair set up a shop at home. It was not long before he found that customers expected him to do the work for less than they could have it done downtown, assumed he would be glad for anything they cared to give and tried to offer payment of small sums insufficient to cover cost of materials.

Weaving, the newest trade taught in the School, had been a source of income to two pupils. The difficulty was, they said, in placing the products once they were made. One of the pupils had made attractive rugs and knitting bags, the latter calculated to appeal to war-time knitters, and though he had sold some, the outlet for the products was inadequate to take care of what he could supply.

Several pupils reported discrimination on the grounds of being insurance risks. Employers were afraid to chance an accident with men on whom they could not get insurance. One pupil commented, in regard to the thick-lensed glasses that he wore, that sometimes he wanted to throw them across the street after an interview with possible employers for jobs. In the opinion of several of the pupils, based on their experiences, recommendations were of little value to the blind -- they felt that it was eyesight on which decisions finally rest. Especially the younger group felt keenly the artificial nature of personnel selection.

The Braille Transcribing project, carried on under the NYA offered employment for some of the younger pupils. It





was sponsored, they said, by the local chapter of the American Red Cross and provided not only a means of income, but pleasant working conditions and relationships. The amount received was not sufficient in most instances for self support, although at the time of the study few of the blind pupils earned as much in other ways.

### Current Employment

#### Amount and Nature of Employment

Of the forty pupils, eleven were employed in 1941. By employment is here meant any gainful occupation in or out of the person's home from which he received money income. Of the eleven, nine were males and two females. The occupations in which they were engaged are indicated in TABLE XXXIV.

TABLE XXXIV.

#### OCCUPATIONS OF PUPILS, 1941

Occupation	Male	Female	Total
TOTAL	9	2	11
Braille Transcribing	1	1	2
Broom Making	1	0	1
Clerical work, Munitions Plant	0	1	1
Chicken-Raising	1	0	1
Mat Making	1	0	1
Newspaper Soliciting	1	0	1
Radio Repairing	1	0	1
Shoe Repairing	1	0	1
Teaching	1	0	1
Weaving	1	0	1

was reported, that, by the local chapter of the American Red Cross and provided not only a means of income, but pleasant working conditions and relationships. The income received was not collected in any business for self support, although at the time of the early few of the first legals stated as such in other ways.

### Current Employment

#### Amount and Nature of Employment

Of the forty legals, eleven were employed in 1941. By comparison it was noted that during occupation in 41 out of the person's home time when he received money income. Of the eleven, nine were under age 25 years. The occupations in which they were engaged are indicated in Table XXIV.

#### TABLE XXIV.

##### OCCUPATIONS OF LEGALS, 1941

Occupation	Male	Female	Total
STENOGRAPHIC	1	0	1
TELEPHONE OPERATOR	1	0	1
BOOKKEEPING	1	0	1
OFFICE WORK, ROUTING, etc.	1	0	1
CHICKEN-RAISING	1	0	1
BAR TENDING	1	0	1
NEWSPAPER SOLICITING	1	0	1
RADIO REPAIRING	1	0	1
SHOE REPAIRING	1	0	1
TEACHING	1	0	1
SEWING	1	0	1
TOTAL	11	0	11



The maximum income reported from any of these occupations, with the exception of teaching was nineteen dollars monthly. Mat and broom selling depended upon the needs of purchasers and the clemency of the weather. The pupil engaged in broom-making reported, however, that his brooms were in demand, that even though they were more expensive than many brooms on the market, they were also better, and customers had come to realize that and buy from him. Only the broom and mat makers, the teacher and the newspaper solicitor had been engaged in the same work for over two years. Three of the pupils were employed on NYA projects which was on a part-time basis. One reported work for eight days each month.

#### Place of Employment

Five of the employed pupils worked in their own homes, one had professional employment in a school, one worked in a shop and four were employed in offices. Two of the latter were in offices where sighted people were not employed; the remaining two who were employed out of the home, worked with sighted people.

#### Source of Referral

The pupils themselves secured the majority of their jobs. At the time of the study, two pupils were working on jobs secured for them by the State Division of Vocational Rehabilitation, while two others were being aided by that

The authors have reported from any of these sources, with the exception of the following: the needs of physicians and the knowledge of the workers. The need for a more realistic approach, however, is not in itself a demand, but even though that was not excessive that many workers in the future, they were also better, and sometimes had some to realize that and pay from him. Only the money and not money, the result and the newspaper together had been reported in the past work for over two years. Three of the pupils were employed on the project in which was a part-time basis. One reported with the other two each month.

#### Place of Employment

Five of the employed pupils worked in their own homes, one in professional employment in a school, one worked in a shop and four were employed in offices. Two of the latter were in offices where skilled people were not employed; the remaining two who were employed one of the home, which with skilled people.

#### Source of Salary

The pupils themselves received the majority of their jobs. At the end of the study, two pupils were working on jobs secured for them by the State Division of Vocational Rehabilitation, while two others were being aided by the



department in getting material or equipment. Six had received employment under the NYA program, four as the result of referral by the Red Cross. Two had been supplied with equipment from the School for the Blind, through the Department of Education for State Institutions under the Board of Control. Two had been employed by parents, one on a farm and another in a store. The rest had secured their own employment.

There was much comment in regard to placement services. More than one said, "It isn't a pension we want, it's placement." Several suggested that a placement bureau be set up under the auspices of the School so that pupils could be told when they left, where they might hope to find employment. Several also spoke of feeling that if contact were kept up between the School and former pupils, it would be possible to disseminate information to them, as to where job openings, fitted to their needs, might be.

The difficulty in finding work, the expense entailed in hunting for it and the absence of a central source of information regarding opportunities, were all felt as serious lacks in the present program for the blind.

depressed in feeling material on employment. The fact  
 received employment under the RYA program, but as the  
 result of referral by the Red Cross. The fact that the  
 applied with application from the Bureau for the blind,  
 through the Department of Education for State Services.  
 since under the Bureau of Census. The fact that applied  
 by person one on a farm and another in a school. The  
 fact that received their own employment.

There are many comments in regard to placement  
 services. Some have said, "The fact is a person is  
 what, it's placement." Several suggested this a placement  
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 Public Health to be told when they have, where they want to go  
 as find employment. Several also spoke of feeling that  
 it conflict with help up between the school and home.  
 Public, it would be possible to eliminate the  
 to them, as to where for services, fitted to their needs,  
 might be.

The difficulty in finding work, the person entitled  
 in hunting for it and the absence of a central source of  
 information regarding opportunities, were all felt as  
 serious gaps in the present program for the blind.



### Source of Training

In two of the eleven instances of employment, the pupils had received training for the work through the State Department of Vocational Education, Division of Rehabilitation. One was receiving "in-service" training at the time the study was made; another had been trained for a year prior to the study.

The pupil doing radio repair had "picked it up" by himself and acquired proficiency in it, while the teacher had taken extensive graduate work in two universities. One was prepared for the employment by work taken in a sighted high school. Two were using braille learned in the School and two who had studied in the School for a few months each, had received part of their training in weaving and broom-making there. One had received no formal training for his work. The last had received all his training, that in mat-making, at the School.

### Attitude Toward Current Employment

Of the eleven pupils employed in 1941, three considered the type of employment satisfactory, two of these did not, however, consider the remuneration satisfactory. The remaining eight persons felt their work to be unsatisfactory both because the income from it was small and because they wanted to do something else. Three of the pupils preferred mechanical work to their employment at the time, each

Source of Training

in the case of the eleven instances of employment, the pupils had received training for the work through the State Department of Vocational Education, Division of Reemployment. One was described as "in-service" training at the time the study was made; another had been trained for a year prior to the study. The pupil whose father was "placed in" by himself and accepted responsibility in it, while the teacher had taken alternative graduate work in two universities. She was prepared for the employment; it was better in a typical high school. Two were who had been placed in the school and two had attended in the school for a year or more and, had received part of their training in re-employment training there. She had received no formal training for the work. The last had received all the training, that is in-service, at the school.

Attitude Toward Current Employment

Of the eleven pupils employed in field, three considered the type of employment satisfactory, two of these did not, however, consider the remuneration satisfactory. The two minor eight persons felt their work to be unsatisfactory both because the income from it was small and because they wanted to do something else. Five of the pupils preferred mechanical work to their employment at the time, and



giving as his reason that he was interested in it and would like to make it his life work. Reasons given for such work not being available were: "Lack of training and unwillingness of employers to take insurance risks", "Blind persons are not accepted in that work and besides, I haven't had any training", and "People are prejudiced against the blind; they say we make mistakes and are afraid because of the insurance laws." One student preferred music to his work because he felt he was suited to it as a profession but said he had insufficient training and that there was little demand for any but the best musicians. Another student wanted a stand in which to sell the articles he made; this was not available, he said, because of laws forbidding stands in the locality. One said he preferred selling insurance to his work at the time, but had not been trained for it and felt sighted people would not accept him as a salesman. One made no comment other than that the work was not satisfactory. The last said he preferred vocational counselling among the blind and that it was the lack of education that kept him from it. He felt the service badly needed by the blind and wished he could be trained to offer it. About seventy-two per cent, therefore, of the employed group preferred work other than that in which they were employed. Lack of training and the attitude of the sighted constituted the chief reasons why they had not attained their vocational

giving as his reason that he was interested in it and would like to make it his life work. Teachers give for such work not being available were: "lack of training and qualifications of employers to take insurance class", "blind persons are not accepted in that work and besides, I haven't had any training", and "things are prejudiced against the blind; they say we make mistakes and are afraid because of the insurance part." One student who feared making his wife nervous he felt he was making it as a professional and he had insufficient training and that there was little demand for any but the best specialists. Another student wanted a place to which he felt the employer he would like was not available, he said, because of few facilities in the locality. He said he preferred selling insurance to his work as an artist, but had not been trained for it and felt slighted people would not accept him as a salesman. One made no comment other than that the work was not satisfactory. The fact again he preferred vocational counseling among the blind and that it was the line of education that kept him from it. He felt the service badly needed by the blind and wished he could be trained to offer it. About seventy-two per cent, therefore, of the employed group preferred work other than that in which they were employed. Lack of training and the attitude of the blind contributed the chief reasons why they had not attained their vocational



goals.

### Extent of Self-Support and

### Source of Supplementation

The chief criterion of economic status is the extent of self-support. It constitutes an objective basis for appraisal of the economic situation and gives a more accurate picture of the individual's status than does the extent of employment.

It was impossible, in some instances, to obtain exact information as to the amount of income accruing to pupils as the result of their own efforts. Except in one instance, however, no monthly income in excess of nineteen dollars was reported as coming from that source. It is possible from TABLE XXXV to obtain an idea of the extent of self-support among the pupils studied. Supplementary to that, is the information given in TABLE XXXVI regarding the source of income supplementation. The amount of such supple-

TABLE XXXV

#### EXTENT OF SELF-SUPPORT OF PUPILS

	Dependent	Partially Self-Support- ing	Study- ing	House- wives	Entirely Self-Sup- porting
TOTAL 40	19	10	5	5	1
Males 18	7	8	2		1
Female 22	12	2	3	5	0





mentation was, in many cases, inadequate even on the basis of minimum standards. The pupils in this group, on the whole, had insufficient means from any source to meet the ordinary demands of necessity and/or obtain those satisfactions, non-necessitous from a bread-and-butter-and-place-to-sleep standpoint, but essential if physical and mental health were to be maintained over a long period of time.

TABLE XXXVI

## SOURCE OF INCOME SUPPLEMENTATION OF PUPILS

Source of Supplementation	Males	Females	Total
<b>TOTAL</b>	<b>*17</b>	<b>22</b>	<b>39</b>
One Source	10	13	23
More than one Source	7	9	16
Parents	6	8	14
Husbands or wives	2	4	6
Children	1	2	3
Other Relatives	2	4	6
Aid to the Blind (Social Security)	10	8	18
**State of Nebraska	1	2	3
Vocational Rehabilitation			

\* One male, self-supporting, had no income supplementation

\*\* State Hospital

Beside the eighteen listed as currently receiving Aid to the Blind, six others reported that they had received it at some time within the few years prior to the study. That

and mental health was to be maintained over a long period and physical-to-physical, but essential if physical conditions, non-essential from a bread-and-butter and ordinary demands of necessity and/or within those the whole, but insufficient means from any source to meet needs or minimum standards. The people in this group, on occasion was, in many cases, inadequate even on the

1700-1715

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	Total	Male	Female
Vocational Rehabilitation	1	0	1
Release of Relatives	10	8	2
All on the Line (Social Security)	10	9	1
Other Relatives	2	2	0
Children	1	1	0
Husbands or Wives	2	2	0
Parents	3	3	0
TOTAL	27	26	1
ONE SOURCE	10	10	0
MORE THAN ONE SOURCE	17	16	1

had no income supplementation

to the extent that the above information is not sufficient to identify the person or persons who are the subject of the information, the information shall be classified as "Confidential" and shall be handled accordingly.



over half of the group had, during the period of a few years, received Aid to the Blind, for which eligibility is determined on a need basis, is indicative of the fact that the economic status of these pupils was not all that could be wished. It should be remembered that the pupils studied were not a selected group; they were those within Lancaster and Douglas Counties, who could be located. Judging superficially from houses at addresses given for former pupils in the School records, they were, on the whole, despite the unfavorable surroundings some of them lived in, economically quite above the average of the group which had attended the School but could not be found. Mobility does not, of necessity, mean poverty but after trying through three or four successive addresses to locate individuals, the conclusion is perhaps justified that so much mobility could be taken at least as indicative of economic instability. Several of the former students had gone to California within the few months prior to the study, encouraged in their venture by having as a goal the California workshops for the blind. The number within so small a group was significant. Their needs for remunerative employment were clearly not being met, on the one hand, and they migrated to "blind" occupations, on the other.

From the findings of the study, conclusions relative to the economic situations of these pupils *follow*. For some of the pupils, there were impeding influences from early child-

were held at the same time, during the period of a few  
 years, treated as one and the same, the same efficiency  
 is maintained as a rule, the distinctive of the same  
 that the economic status of these people was not the  
 same as in the past. It would be impossible to say  
 people which were not a selected group, that were those  
 which remained and long for freedom, who could be treated,  
 during superficially from those of different class in  
 their people in the social structure, they were, as the whole,  
 people the economic conditions were not the same in  
 economically different since the average of the group which had  
 attended the school but could not be found. People were  
 not, of necessity, even poorer but after being through  
 there is very noticeable evidence in their conditions,  
 the conditions in which they lived that so much better  
 could be seen at least as indicators of economic condi-  
 tions. Several of the former students had been in  
 California since the war and were in the state,  
 mentioned in their names by name as a part of  
 California statistics for the time. The number within so  
 small a group was significant. Their needs for economic  
 equipment were clearly and easily met, on the one hand, and  
 their attitude of "being" was different, as the other.  
 from the findings of the study, conditions relative  
 to the economic situation of these people, for some of  
 the people, there were indeed indications from early studies



hood on: malnutrition, ill-health and mental deficiency. For others there were adverse circumstances in the school period: a preponderance of time spent in learning trades for which they were not fitted and in which they had no interest as well as a lack of vocational counselling by which they could have been guided into vocations suited to their abilities. For almost all, there were present in the post-school years, four factors which played a part in determining economic status: first, the attitude of sighted employers and the sighted public as a whole, second, the paucity of outlets for such blind-made products as rugs, mats, brushes and the like, third, the absence of a placement bureau through which the blind could learn of opportunities for employment and employers could learn of capable blind persons and, fourth, the need for an over-all coordinating agency for the blind, charged with responsibility for the various problems which blind people meet. As the pupils themselves repeatedly said -- it was work that was wanted.

good one, administration, ill-health and mental delinquency.  
 For these there were adverse circumstances in the school  
 period, a preponderance of time spent in learning trades  
 for which they were not fitted and in which they had no  
 interest as well as a lack of vocational counseling by  
 which they could have been guided into vocations suited to  
 their abilities. For almost all, there were traces in  
 the past several years. Four teachers who played a part  
 in determining economic status, first, the attitude of  
 slighted employers and the slighted public as a whole, second,  
 the poverty of outlets for such blind-made products as  
 rugs, mats, trunks and the like, third, the absence of a  
 placement bureau through which the blind could learn of  
 opportunities for employment and employers could learn of  
 capable blind persons and, fourth, the need for an over-  
 all coordinating agency for the blind, charged with respon-  
 sibility for the various problems which blind people meet.  
 As the pupils themselves repeatedly said -- it was not that

was needed.



CHAPTER XII

Recommendations

Ideal

Educators of the blind throughout the country are viewing favorably the trend toward placing blind children in day classes of public schools for the sighted. In view of this fact and of the reasons for it, and in view of the findings of this study, the recommendation made here is for the discontinuation of a residential school for the

blind in Nebraska.

Not only do the results of educational experience at the School for the blind not warrant the per capita

12441

1. Consensus of the Board regarding the necessity of  
visiting frequently the various schools of blind children  
in any classes of public schools for the blind. In view  
of the fact that of the results of the visit, and in view of the  
necessity of this study, the recommendation was made as follows:

for the discontinuation of a residential school for the

blind in Nebraska.

Not only do the results of educational experience at  
the school for the blind and across the per capita



expenditure,<sup>1</sup> but the alternate plan for the education of blind children would facilitate the integration of these children into the sighted society of which they must later be a part, at the age and during a period when it would benefit both the child and society most.

Benefits to the child include: Normal companionship with sighted children his own age, (2) the stimulation of a school environment in which impressions received through the most important of the senses, are not deleted from discussion, (3) opportunity for selection of studies from

1 In the sixty-six years subsequent to the establishment of the School for the Blind and prior to the making of this study in 1941, approximately 700 pupils had been enrolled in the School. At the close of the spring term in 1938, there were 59 pupils in the School. There were 55 present at the close of the 1939 school year. In the fall of 1941, the school population number 48, which was approximately 10 less than in the fall of 1940. While this latter decrease was numerically small, it represented a reduction of a little more than 17 per cent in the school enrollment. During the biennium ending June 30, 1939, the total expenditure for the School for the Blind was \$76,913.65 of which \$35,962.00 was for salaries and wages, \$39,298.54 was for maintenance and \$1,652.46 was for furniture and equipment.

At the close of the biennium, 55 pupils were enrolled in the School and the average daily attendance over the two year period was 51. The maximum number present in the School during the biennium was 67.

Taking the highest number of pupils (67) present in the School during the last biennium for which statistics on expenditures were available at the time of the study, the per capita expenditure on the School for the biennium was \$1,148.11, or \$574.06 per year. The Nebraska School for the Blind is a residential School for nine months out of the year; parents or guardians are required to arrange for care of the pupils elsewhere during the summer months. Certain expenses of the School, of course, continue during the vacation months, but maintenance and education of the pupils themselves are for the nine-month school term yearly.

expedient, and the literature also for the education

of blind children would facilitate the integration of

these children into the general society of which they must

participate as a part, at the age and during a period when it

would benefit both the child and society.

According to the child inquirer, it is necessary

with blind children the same, (b) the stimulation of

a school environment in which impressions received through

the most important of the senses, are not delayed from

discussion, (3) opportunity for selection of studies from

1. In the thirty years subsequent to the establishment of  
the school for the blind and prior to the closing of this  
study in 1941, approximately 700 pupils had been enrolled in  
the school. At the close of the spring term in 1939, there  
were 59 pupils in the school. There were 25 present at the  
close of the 1939 school year. In the fall of 1941, the  
school population number 25, which was approximately 10 years  
after the fall of 1940. This latter decrease was  
numerically small, it represented a reduction of a little more  
than 14 per cent in the school enrollment. During the summer  
months from 1939, the total expenditures for the school for  
the blind was \$75,215.48 of which \$30,628.00 was for salaries  
and wages, \$15,232.00 was for maintenance and \$1,005.48 was  
for furniture and equipment.

At the close of the planim, 50 pupils were enrolled  
in the school and the average daily attendance over the two  
year period was 21. The maximum number present in the  
school during the planim was 27.

During the highest number of pupils left present in the  
school during the last planim for each session on  
expenditures were available at the time of the study. The per  
capita expenditures on the school for the planim was  
\$1,140.11, or \$274.02 per year. The average school for the  
blind is a residential school for blind children and of the  
parents or guardians are required to provide for care of the  
pupils elsewhere during the summer months. Certain expenses  
of the school, of course, continue during the vacation  
months, but maintenance and education of the pupils leave  
relieve for the nine-month school year yearly.



a varied curriculum in which courses do not emphasize his weaknesses and underestimate his strengths, (4) opportunity, when needed, for special attention given on the basis of his particular needs and abilities, (5) opportunity to participate in normal play activities and, (6) a wholesome environment in which he can come to know and understand sighted children and be understood by them.

The principle followed in placing blind children in day classes of public schools for the sighted, is similar to that which has promoted and fostered the removal of neglected and dependent children from orphanages. Such educational placement of blind children is the ideal; it is the way of ultimate economy as well as of service. It may be for Nebraska, as for many states, tomorrow's answer to today's problems. For today, alternate recommendations are made:

In the interests of the child before he enters the School, it is recommended that:

1. Admission to the School be made with a view to the welfare of the child, after consideration as to placement has been given by persons competent to judge the needs of the child in relation to his particular situation. To this end, it is recommended that the Division of Child Welfare of the State Department of Assistance and Child Welfare, be consulted regarding all admissions to the School.

2. The policy of the School relative to blind children

a variety of children in which cases no one expects

the treatment and understanding the situation, (4)

opportunity, when needed, for special attention given to

the needs of his particular needs and abilities, (5)

opportunity to participate in meaningful activities and

(6) a wholesome environment in which he can grow to know

and understand himself and be understood by others.

The principle followed in placing him within the

the classes of public schools for the child, the child

to that which has promoted and fostered the removal of

rejected and dependent children from orphanages. Such

placement of these children in the family is

is the way of ultimate security as well as of service. It

may be for the child, as for many others, the child's future

to today's problems. For today, the child's future

the child:

in the interests of the child before he enters the school,

if the following facts:

1. Attention to the child as well as a view to the

welfare of the child, after consideration as to placement

has been given by persons competent to judge the needs of

the child in relation to his particular situation. In this

and, it is recommended that the interest of the child welfare

of the State Department of Education and Child Welfare, as

conducted regarding all children in the school.

2. The policy of the school relative to child welfare



with mental defect, be clarified, to the end that in the event admission to the School for the Blind is not thought advisable, an alternate plan which would accrue to the best interests of the child, might be devised.

In the interests of the child at and after his admission to the School, it is recommended that:

1. The intelligence and aptitudes of the pupils be determined upon an objective and disinterested basis by means of scientifically devised and administered intelligence and aptitude tests to the end that pupils remaining in the School may receive such attention as individual needs may require and individual capacities suggest, and that dismissal from the School be made only after consideration of objective data and the welfare of the child.

2. The services of a Child Welfare Worker be available to children in the School in order that case work treatment be provided for those who, because of difficulty in adjusting to institutional life or from any other cause, may develop behavior problems. The role of such a worker should be both preventive and remedial and the cooperation of the administration should accompany the service.

3. The administration be encouraged toward an attitude of understanding and appreciation in regard to the children and their individual capacities in order that a happy relationship may exist and that the potential contribution of the School may be its actual one.

with mental defect, he offered, in the end, to the  
 event admitted to the school for the blind in the  
 absence, an alternative plan which would secure to the  
 best interests of the child, might be devised.

In the interest of the child as well as the education  
 of the school, it is recommended that:

### 1. The intelligence and aptitudes of the pupils be

determined upon an objective and standardized basis by  
 means of scientifically devised and standardized tests.  
 These tests should be of the type which require  
 in the school day relative with a minimum of individual  
 needs may require and individual capacities, and  
 that dismissal from the school be made only after consider-  
 ation of objective data and the wishes of the child.

### 2. The services of a child welfare group be available

to children in the school in order that cases may be  
 provided for those who, because of difficulties in adjust-  
 ing to institutional life or from any other cause, may  
 require special guidance. The role of such a group should  
 be both preventive and remedial and the cooperation of the  
 administration should accompany the service.

### 3. The administration be encouraged to become an active

agent of educational and vocational in regard to the  
 children and their individual capacities in order that a  
 happy relationship may exist and that the potentialities  
 of the school may be fully realized.



4. The personnel of the School as a whole be encouraged toward the stimulation and motivation of pupils to the end that emphasis be placed on the individual's personal assets rather than upon his particular liabilities.

5. Sight-saving classes be provided for those children whose visual acuity is low enough to have indicated admission to the School for the Blind, and whose residual vision would be injured by over-use but for whom tactual reading is difficult or unsuited, to the end that the useful vision remaining to these children be preserved.

6. Science and Modern Languages be added to the School curriculum to the end that pupils of the School be fitted to enter upon higher education without handicap.

7. Practice teaching opportunities be provided pupils preparing to teach in ~~that~~<sup>any</sup> field to the end that their preparation for competitive undertakings may be at least equal to that of others in the field.

8. Courses in salesmanship be added to the vocational program of the School to the end that pupils be given confidence and techniques in a vocation for which many are fitted and in which many have expressed interest.

9. Group activities within the School and among pupils of the School and sighted children outside, may be sponsored and encouraged to the end that the child's happiness during the School period be furthered and his adjustment in later life be facilitated.





10. Segregation of the sexes be discontinued both within the School and among School pupils outside the School itself to the end that wholesome relationships be encouraged and social adjustment in later life be fostered.

11. Vocational counselling be available to students in the School to the end that they may know of vocations for which their aptitudes suit them and may select courses calculated to fit them for such pursuits.

In the interests of the child at the time of leaving the School, it is recommended that:

1. Upon dismissal from the School for any cause other than the request of the child or his parent or guardian, or the completion of the course for which the pupil was enrolled, the cause of dismissal be interpreted to both parents and children as their needs and the particular situation require.

2. Placement possibilities be discussed with pupils at the time of leaving the School and placement service be made available to the students either through the School or through a co-ordinating state agency for the blind, to the end that the pupils may know of employment opportunities and employers may know of capable blind persons.

In the interests of the pupils after leaving the School, it is recommended that:

1. The School keep in touch with former pupils and





graduates, and that occasional follow-up studies be made in order to evaluate the adequacy of the program and the use pupils are able to make of it to the end that such changes may be made as are indicated.

2. Through a state agency, charged with responsibility for all interests of the blind, outlets for products made by blind persons be secured and placement of blind persons be facilitated as well as that all services for the blind be coordinated.

1. Nationality \_\_\_\_\_

2. Degree of blindness \_\_\_\_\_

3. Nature of occupation \_\_\_\_\_

4. Nature of occupation \_\_\_\_\_

5. Financial status of family \_\_\_\_\_

6. Number of siblings \_\_\_\_\_

7. Physical defects at birth \_\_\_\_\_

8. General health \_\_\_\_\_

9. Cause of blindness \_\_\_\_\_

10. Age at onset of blindness \_\_\_\_\_

11. School record \_\_\_\_\_

12. Date of entering school \_\_\_\_\_

13. Date of school entered \_\_\_\_\_

in order to evaluate the adequacy of the program and the use of funds and to make it as effective as possible. A change may be made as the indicated.

2. Through a state agency, engaged with responsibility for all interests of the blind, certain for business made by blind persons be secured and placement of blind persons be facilitated as well as that all services for the blind be coordinated.



## Personal Interview Schedule

1. Name \_\_\_\_\_

2. Address \_\_\_\_\_

## I. SOCIAL HISTORY

## A. Pre-School

1. Date of birth \_\_\_\_\_

2. Place of birth \_\_\_\_\_

3. Sex \_\_\_\_\_

4. Nationality \_\_\_\_\_

5. Church affiliation \_\_\_\_\_

6. Father's occupation \_\_\_\_\_

7. Mother's occupation \_\_\_\_\_

8. Financial status of family \_\_\_\_\_

9. \_\_\_\_\_

9. Number of siblings \_\_\_\_\_

10. Physical defects at birth \_\_\_\_\_

11. \_\_\_\_\_

11. General health \_\_\_\_\_

12. Cause of blindness \_\_\_\_\_

13. Age at onset of blindness \_\_\_\_\_

## B. School Period

1. Date of entering school \_\_\_\_\_

2. Name of school entered \_\_\_\_\_

## PERSONAL HISTORY

1. Social History
2. Address
3. Date of birth
4. Place of birth
5. Sex
6. Education
7. Current occupation
8. Past occupation
9. Present residence
10. Financial status of family
11. Physical status of family
12. Physical status of patient
13. Physical status of patient
14. Physical status of patient
15. Physical status of patient
16. Physical status of patient
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18. Physical status of patient
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97. Physical status of patient
98. Physical status of patient
99. Physical status of patient
100. Physical status of patient



3. Date of entering Nebraska School for the Blind \_\_\_\_\_
4. Grade entered \_\_\_\_\_
5. Entrance suggested by \_\_\_\_\_
6. Subjects studied \_\_\_\_\_
7. Attitude toward:
  - a. Individual courses \_\_\_\_\_
  - b. Curriculum \_\_\_\_\_
8. Occupation which seemed during school period desirable as goal \_\_\_\_\_
9. Why? \_\_\_\_\_
10. Organization or club affiliations while in school \_\_\_\_\_
11. Extra-curricular activities other than organizations \_\_\_\_\_
12. Date of leaving school \_\_\_\_\_

100  
2. Date of arrival (please specify the day, month and year)

3. State of origin

4. Name of the person who brought you to the country

5. Name of the person who brought you to the country

6. Name of the person who brought you to the country

7. Name of the person who brought you to the country

8. Name of the person who brought you to the country

9. Name of the person who brought you to the country

10. Name of the person who brought you to the country

11. Name of the person who brought you to the country

12. Name of the person who brought you to the country

13. Name of the person who brought you to the country

14. Name of the person who brought you to the country

15. Name of the person who brought you to the country

16. Name of the person who brought you to the country



13. Reason for leaving \_\_\_\_\_

14. Grade completed \_\_\_\_\_

C. Post-School Period

1. Marital status: Married \_\_\_\_\_, Single \_\_\_\_\_,

Divorced \_\_\_\_\_, Separated \_\_\_\_\_.

2. Number of children \_\_\_\_\_

3. Living arrangements, whether in own home (rented or owned?), that of parents or other relatives, apartment, hotel, boarding house or other \_\_\_\_\_

4. Type of neighborhood and community \_\_\_\_\_

5. General health \_\_\_\_\_

6. Amount of vision at present and compared with former periods \_\_\_\_\_

7. Club and organizational affiliations and attendance, both secular and religious \_\_\_\_\_

8. Other recreational activities and interests \_\_\_\_\_

II. ECONOMIC HISTORY

A. Work Record

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...the results of the study are consistent with the findings of other studies.

made in small amounts, they increase

*(Signature)*

1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 26

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7. One will experience a situation with

was 100% for both sides, and the

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## ECONOMIC HISTORY

A. W. H. H. H. H.



1. List all gainful occupations engaged in since leaving school with dates of entering upon and leaving each:

a. \_\_\_\_\_

\_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

2. How was each of the above positions secured, by self, social agency, employment bureau, etc.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

3. Which of the above were carried on in the home, in shops or offices and which:

a. Where sighted persons are employed \_\_\_\_\_

b. Where sighted persons are not employed \_\_\_\_\_

5. Present occupation \_\_\_\_\_

6. If not employed, who not? \_\_\_\_\_

1. List all persons employed in this

office during the year 1911.

Name \_\_\_\_\_

To \_\_\_\_\_

To \_\_\_\_\_

To \_\_\_\_\_

To \_\_\_\_\_

2. How was each of the above positions secured, by

self, advertisement, employment agency, etc.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. Name of the office where carried on in the year,

in which is filled out this

4. Name of the person who was

5. Name of the person who was

6. Name of the person who was

7. If not employed, who not?



7. If employed, full or part time? \_\_\_\_\_
8. If part time, what part? \_\_\_\_\_
9. Did any training received in the Nebraska School for the Blind fit you for the work? If so, what? \_\_\_\_\_
10. Training for this or other work, received after leaving the School, what and where? \_\_\_\_\_
11. Income from present occupation \_\_\_\_\_
12. Attitude toward present work, whether satisfactory, etc. \_\_\_\_\_
13. If unsatisfactory, reasons \_\_\_\_\_
14. Work which seems preferable to present employment and why \_\_\_\_\_
15. If such work is not available to you, reasons \_\_\_\_\_

B. Income supplementation of support

- 7. If employed, full or part time?  
If part time, what part?  
On any training received in the business  
Season for the kind in you for the work is  
so, what?
- 10. Training for sale on farm work, received after  
leaving the school, what and where?
- 11. Income from present occupation
- 12. Outside board present work, whether regular-  
tory, etc.
- 13. If unemployment, reasons
- 14. How much time available to present employ-  
ment and why?
- 15. If such work is not available to you, reasons



1. Extent of self-support made possible by work income \_\_\_\_\_

2. If additional income necessary for support, sources as:

a. Parents \_\_\_\_\_

b. Other relatives \_\_\_\_\_

c. Private benefactors other than relatives \_\_\_\_\_

d. Social agencies \_\_\_\_\_

e. Direct local relief \_\_\_\_\_

f. Aid to the Blind \_\_\_\_\_

g. Old Age Assistance \_\_\_\_\_

h. Vocational Rehabilitation \_\_\_\_\_

1. Amount of relief required: make possible by work

income

2. In addition to income necessary for support,

amount of

3. Family

4. Other relatives

5. Private organizations: what their resources

6. Social agencies

7. Direct local relief

8. Aid to the blind

9. In the emergency

10. Voluntary organizations



## APPENDIX B

NUMBER OF PERSONS FROM DOUGLAS AND LANCASTER COUNTIES  
ENTERING THE NEBRASKA SCHOOL FOR THE BLIND, 1875-1941

Year	Douglas	lancaster	Year	Douglas	lancaster
Total	122	57			
1875	0	0	1909	4	1
1876	0	0	1910	2	1
1877	0	0	1911	3	0
1878	1	0	1912	2	0
1879	1	0	1913	0	1
1880	0	0	1914	0	1
1881	0	0	1915	0	0
1882	0	0	1916	1	0
1883	1	0	1917	0	2
1884	1	0	1918	4	0
1885	1	0	1919	2	3
1886	0	0	1920	2	3
1887	0	1	1921	4	0
1888	1	0	1922	4	1
1889	2	3	1923	2	1
1890	0	0	1924	2	1
1891	2	2	1925	3	1
1892	4	0	1926	0	0
1893	2	2	1927	3	3
1894	1	0	1928	3	2
1895	0	1	1929	3	1
1896	1	4	1930	2	2
1897	1	0	1931	3	3
1898	0	1	1932	0	2
1899	2	0	1933	4	1
1900	2	1	1934	9	1
1901	2	3	1935	4	2
1902	4	3	1936	2	1
1903	3	0	1937	1	0
1904	2	0	1938	0	0
1905	3	0	1939	1	0
1906	4	0	1940	2	1
1907	3	1	1941	2	0
1908	4	0			

# APPENDIX B

RECORDS OF THE BOARD OF SUPERVISORS OF THE COUNTY OF KANSAS, 1890-1900

Year	Amount	Year	Amount	Year	Amount
1900	1000	1901	1000	1902	1000
1903	1000	1904	1000	1905	1000
1906	1000	1907	1000	1908	1000
1909	1000	1910	1000	1911	1000
1912	1000	1913	1000	1914	1000
1915	1000	1916	1000	1917	1000
1918	1000	1919	1000	1920	1000
1921	1000	1922	1000	1923	1000
1924	1000	1925	1000	1926	1000
1927	1000	1928	1000	1929	1000
1930	1000	1931	1000	1932	1000
1933	1000	1934	1000	1935	1000
1936	1000	1937	1000	1938	1000
1939	1000	1940	1000	1941	1000
1942	1000	1943	1000	1944	1000
1945	1000	1946	1000	1947	1000
1948	1000	1949	1000	1950	1000
1951	1000	1952	1000	1953	1000
1954	1000	1955	1000	1956	1000
1957	1000	1958	1000	1959	1000
1960	1000	1961	1000	1962	1000
1963	1000	1964	1000	1965	1000
1966	1000	1967	1000	1968	1000
1969	1000	1970	1000	1971	1000
1972	1000	1973	1000	1974	1000
1975	1000	1976	1000	1977	1000
1978	1000	1979	1000	1980	1000
1981	1000	1982	1000	1983	1000
1984	1000	1985	1000	1986	1000
1987	1000	1988	1000	1989	1000
1990	1000	1991	1000	1992	1000
1993	1000	1994	1000	1995	1000
1996	1000	1997	1000	1998	1000
1999	1000	2000	1000		



























